

## 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	445	Coffeyville	1,659	77%	\$ 2,303,652	\$ 2,303,652	100%	\$ 2,303,652	\$ 2,303,652	-	100%	\$ 1,389
<b>Total</b>			<b>1,659</b>	<b>77%</b>	<b>\$ 2,303,652</b>	<b>\$ 2,303,652</b>	<b>100%</b>	<b>2,303,652</b>	<b>\$ 2,303,652</b>	<b>\$ -</b>	<b>100%</b>	<b>\$ 1,389</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.

**Kansas CommonApp (2020)**

3133-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ZEVkeQBp

# 445\_Coffeyville\_ESSERII\_Change

Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** 445 Coffeyville

**Applicant / Mailing Address**

USD 445 Board of Education  
615 Ellis  
Coffeyville, KS 67337

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Michael Speer

**Applicant / Email Address of Owner, CEO, or Executive Director** speerm@cilleschools.com

**Applicant / Phone Number** 6202526400

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)** 48-0698616

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

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

Building on a culturally diverse community, USD 445 will prepare all students for life-long learning by providing resources for a comprehensive quality education in a safe environment that promotes high academic achievement and responsible citizenship in a global society.

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

[Download Form W-9](#)

PDF	<a href="#">IRS Form W-9 - USD 445 -... (1.8 MiB download)</a>
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**Applicant / Board Member List** *(if applicable)*

PDF	<a href="#">Board Members Quick List.... (72 KiB download)</a>
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**Fiscal Agent / Name** (if applicable) Michael W. Speer  
**Fiscal Agent / Email** (if applicable) speerm@cilleschools.com

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## Application details

Full District Name	Unified School District No. 445 Coffeyville
District Number	445
Mailing Address   Street Address	615 Ellis
Mailing   City	Coffeyville
Mailing Address   Zip Code	67337
Authorized Representative of the District   Name	Michael Speer
Authorized Representative of the District   Position or Title	Business Manager
Authorized Representative of the District   Email Address	michael.speer@cilleschools.com
Authorized Representative of the District   Phone Number	+16202526400
Would you like to additional district representatives to the application?	No

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

The impact of COVID-19 resulted in a decline in academic performance for PK-12th grade students. Panorama shows students failing at least one class, has increased an average of 15% from the 2019-2020 school year to the 2020-2021 school year. There is a slight decline in MAP Math for students 7-12. There has been a disproportionate impact on the ESOL population with an average of 60% failing at least one class. Special education students failing at least one class increased by 10%. Students eligible for free and reduced failing at least one class increased by 16%. According to the KCTC, there has been an increase in depression by 19% from 2020-2021. Students reporting that they attempted suicide within the month of the survey administration has increased by 54% from 2020-2021. The Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) indicated that students in need of Tier 3 support (individualized and intense) increased 52% from 2020-2021 and students in need of Tier 2 support (individualized and intense) increased 10% from 2020-2021. Currently the district has 83 students in the Mental Health Intervention Program partnership with KSDE. Due to students having to be remote, the district has had to purchase laptops for all students. This has doubled our one to one technology from approximately 900-2000. The increase of technology usage on campuses has caused an increased need in bandwidth to each classroom. Also, with some students not having access to internet access points were purchased for families to use during remote learning

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and

assistance to parents and families on how they can effectively support students, including in a distance learning environment.  
(D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

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

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

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

To address the learning loss of students during the COVID-19 period, the district is implementing a new instructional model of Professional Learning Communities within all grade levels. These expenses will include paid staff training days as the PLC contractors. An instructional coach will be hired to breakdown student data and to work with instructors in developing strategies to target specific educational need of each student.

Funds will also be used to purchase upgraded network equipment due to the increased use of computers and live streaming both in the classroom and through connectivity with students at home. Internet connectivity options for students who do not have internet connection at home such as cellular hotspots will be purchased. Additional laptop computers will be purchased for use in the classrooms so students do not have to share computers to maintain social distance and will be used when students have to be at home.

Afterschool, summer, and intense targeted assistance programs will be implemented that will target students identified with educational deficiency needs.

To help curtail the spread of COVID-19 and to improve the air quality, replacement HVAC units will be purchased as the current units are approximately 20 years old. New units will have UV lighting to clean the air as it is circulated. In high traffic areas such as offices, smaller UV filtering systems will be purchased and installed. Cleaning supplies and chemicals designed to kill the coronavirus will continue to be purchased for the cleaning and sanitizing of the facilities. Basic supplies such as towels, sanitizer, chemical for ionizer sprayers for the cleaning of classrooms and high touch areas will be purchased. Various PPE supplies for students, staff and visitors will be purchased including appropriate signage for social distancing in line with local health requirements.

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

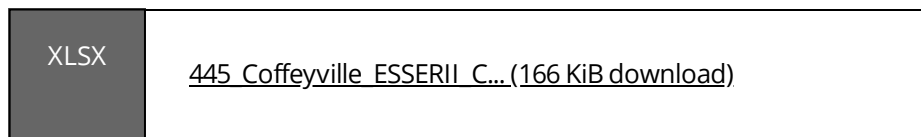
The district has implemented Panorama which will coordinate attendance, behavior, local assessment data, state standards, social-emotional criteria for each student. District staff will monitor each of these areas of students' growth. The Professional Learning Communities will then be able to determine what is the best course of action for the student to achieve set goals. The overall data will be used to monitor the district increased performance in all of these areas. In addition, monitoring of student grades and assignments will be done by classroom teachers if students have to be out of the classroom for a period of time. Improved air quality and continued cleaning and sanitizing of the facilities will positively impact the attendance of students as they will be back in school every day.

### **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

Michael W. Speer

Date

05/26/2022

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

USD	District Name	Data as of
445	Coffeyville	7/31/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
445-1-001-20230808	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	<p>UPDATED REQUEST - 06/27/2023: Adjust remainder of funds down (\$154,862.55) as they were unspent as originally intended. Move to Technology Equipment purchase line item 99170. UPDATED REQUEST - 04/27/2023: Adjust budget to pay for the Interventional salary expense as it came in a bit higher than expected originally.</p> <p>UPDATE REQUEST - 09/26/2022: To better account for expenses and reporting requirements, salary amounts for the Interventional teacher and the technology instructor will be split out to new account numbers. Budget is reduced an additional \$37,500 to cover the additional 6 months of the technology integration person that was hired for FY2024. Reduce budget and reallocate funds. Reduce line item by \$1,680 to cover additional expense. Reduce \$39,120 for intervention teacher, reduce \$112,500 for technology instructor</p> <p>CHANGE REQUEST - 09/26/2022 - To better facilitate reporting of expenses, salary expense for the instructional technology person and the intervention person will be decreased from the originally planned amount. <math>-1 \times \\$75,000 = -\\$75,000</math>, <math>-1 \times \\$39,120 = -\\$39,120</math></p> <p>CHANGE REQUEST - 05/26/2022: An instructional interventionist will be hired to work specifically with the Tier II and Tier III students directly on learning loss due to the COVID pandemic. This is being implemented instead of having each teacher work with students. In addition, a 3rd year 2023-2024 for the instructional coach that helps all teachers will be added. Additionally, a technology integration position will be hired to instruct both teachers and help students with the use of technology within the classroom as well as those students who are on remote due to COVID related absences. Better integration of technology in the classroom will help with student learning loss and connecting back to the classroom. Interventional: 1.0 FTE x \$52,500/yr. x 2 yrs. = \$105,000 Instructional: 1.0 FTE x \$60,000 x 1 yr. = \$60,000. Instructional Integrationist: 1.0 FTE x \$75,000 x 1 yr. = \$75,000</p> <p>1.0 FTE Instructional Coach will be hired to differentiate data from Panorama and other assessments to target specific learning loss students might have incurred during the COVID-19 pandemic. The instructional coach will work closely with teachers to provide the necessary data as well as instructional and best practices that may be used.</p> <p>1.0 FTE x \$60,000/year x 2 yrs. = \$120,000</p>	\$ 50,837	\$ -	\$ -	\$ 50,837	\$ -	99100	Change Request: Previously approved for \$120,000 between SFY 22 and 23
445-1-002-20230808	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	<p>CHANGE REQUEST - 11/15/2022: Expenses of \$580 were reported in this SACCT during the 4th quarter of 2021, October, but all of the budget was accidentally zeroed. This will replace the budget amount for expenses already reported.</p> <p>Additional \$580</p> <p>CHANGE REQUEST - 05/26/2022: The original intent for this line has been moved to the Stipend line for teacher training in PLC as they were stipends paid and not based on hours. Zero out of expenses</p> <p>To address student learning loss, the district will be implementing Professional Learning Communities (PLCs) throughout the district. This is a 2-3-year program for full implementation with support. To start, teacher will participate in a 4 days intensive training over the summer in preparation for the upcoming school year.</p> <p>110 FTE x \$275.80 (avg/day) x 4 days x 1 yr. = \$121,352</p>	\$ 580	\$ -	\$ 580	\$ -	\$ -	99101	Change Request: Previously approved for \$121,352 SFY 22
445-1-003-20230808	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	<p>UPDATED REQUEST - 06/27/2023: Adjust remainder of funds down (\$23695.85) as they were unspent as originally intended. Move to Technology Equipment purchase line item 99170. CHANGE REQUEST - 11/15/2022: To cover the expenses in the part-time teacher salary line item, this will be reduced \$8,080. Reduce budget and reallocate funds. Reduce \$8,080</p> <p>During the summer months, individualized plans for students will be created to combat learning loss during the COVID-19 time. Teachers will work with individual students at different times during the day on areas where student's greatest need is identified.</p> <p>20 days x 10 teachers x 3 hrs./day x \$30/hr. x 2 yrs. = \$36,000</p>	\$ 11,724	\$ -	\$ 11,724	\$ -	\$ -	99107	Change Request: Previously approved for \$330,000 between SFY 22 and 23
445-1-004-20230808	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	<p>UPDATED REQUEST - 06/27/2023: Adjust remainder of funds down (\$16,548.32) as they were unspent as originally intended. Move to Technology Equipment purchase line item 99170. CHANGE REQUEST - 11/16/2022: The stipends that were originally allocated for trainings has been completed for the most part except for new staff members. Only 1 year remains for new staff training, estimated at New Teacher Training: 15 FTE x \$275.80 (avg/day) x 4 days x 1 year = \$16,548. Request that much of the remaining budget be reallocated to other areas. Reduce budget and reallocate funds to technology. Current expenses = \$127,418. Expected expenses New Teacher Training: 15 FTE x \$275.80 (avg/day) x 4 days x 1 year = \$16,548 for a total budget of \$143,966. Reduce the budget down from original \$193,610 to \$143,966. Reallocate \$49,644 to other areas. FS</p> <p>CHANGE REQUEST - 05/26/2022: This was originally charged to a different account number, and although done was charged here as a stipend. To address student learning loss, the district will be implementing Professional Learning Communities (PLCs) throughout the district. This is a 2-3-year program for full implementation with support. To start, teacher will participate in a 4 days intensive training over the summer in preparation for the upcoming school year. New teachers to the district will be trained in the summer for the two years remaining 110 FTE x \$289.59 (avg/day) x 4 days x 1 yr. = \$121,352, New Teacher Training: 15 FTE x \$275.80 (avg/day) x 4 days x 2 yrs. = \$33,096</p> <p>Teachers will be paired with a small group of students to work individually and as a group on specific areas of need to address specific learning loss that occurred during the pandemic. Teachers will make sure students are achieving the required standards for the subject material and that students have recovered from the learning loss. A stipend for this additional instruction time will be paid to each teacher in the district.</p> <p>110 teachers x \$1,500/teacher x 2 yrs. = \$330,000</p>	\$ 127,418	\$ -	\$ 127,418	\$ -	\$ -	99108	Change Request: Previously approved for \$123,530 between SFY 22 and 23

445-1-005-20230808	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	<p>UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available through 12/1/2023. Reduce budget down \$68,306</p> <p>CHANGE REQUEST - 05/26/2022: Due to the COVID pandemic we were unable to hire staff members to fill the teacher assistant positions we needed for student pull out and additional help due to learning loss. Funds will be move to the FY2023 and FY2024 year to hire additional staff. No change in salary amount, only shifting expected year in which expense will take place.</p> <p>Teacher assistants will be hired to work with students while the teacher in the classroom is engaged in intensive classroom instruction and will assist the teacher in working with students in the classroom. This will free up the teacher to work more exclusively with the students of greatest need from the learning loss during COVID.</p> <p>4 TAs (2.4 FTE) x 1,197 hrs./yr. x 2 yrs. x \$12.90/hr. = \$123,530</p>	\$ 55,224	\$ -	\$ -	\$ 55,224	\$ -	99102	Change Request: Previously approved for \$140,860 between SFY 22 and 23
445-1-006-20230808	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	12. Addressing learning loss among students, including vulnerable populations	<p>UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available through 12/1/2023. UPDATE REQUEST - 09/26/2022: To better account for expenses and reporting requirements, health insurance amounts for the technology instructor will be split out to new account numbers. Reduce budget down \$144,610. Reduce medical insurance amounts of \$26,514 for technology instruction 1.0 employee x 1.5 years x \$17,676/yr. = \$26,514</p> <p>CHANGE REQUEST - 09/26/2022 - To better facilitate reporting of expenses, health care expense for the instructional technology person will be decreased from the originally planned amount. -1 x \$17,676 = \$-17,676</p> <p>CHANGE REQUEST - 05/26/2022: Adding the interventionalist position will increase the amount needed for health insurance. Also, by adding on the 3rd year of an instructional coach will increase the amount needed for health insurance for that year. Including the technology integration position for 1 year will increase health care costs. Interventionalist Dependent Medical Plan: 1.0 FTE x \$17,004/yr. x 2 yrs. = \$34,008. Instructional coach dependent plan: 1.0 FTE x \$17,004/yr. x 1 additional yr. = \$17,004; Technology Integration dependent plan 1.0 FTE x \$17,004/yr. x 1 yr. = \$17,004.</p> <p>With the hiring of new staff to help with the learning loss of students during COVID, standard benefits provided by the district will be offered that includes health insurance through the state of Kansas Employee Health Plan.</p> <p>Dependent Plan: 3 employees x \$17,004/yr. x 2 yrs. = \$102,024</p> <p>Single Plan: 2 employees x \$9,709/yr. x 2 yrs. = \$38,836</p>	\$ 37,752	\$ -	\$ 8,890	\$ 28,862	\$ -	99200	Change Request: Previously approved for \$600 between SFY 22 and 23
445-1-007-20230808	Eligible	Direct Allocation	Instruction	Life Insurance	12. Addressing learning loss among students, including vulnerable populations	<p>UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available through 12/1/2023. UPDATE REQUEST - 09/26/2022: To better account for expenses and reporting requirements, Life insurance amounts for technology instructor will be split out to new account numbers. Reduce budget down \$450 and reallocate. Reduce Life insurance amounts of \$90 for technology instructor: 1.0 emp. x 1.5 yrs. x \$60/yr. = \$90</p> <p>CHANGE REQUEST - 09/26/2022 - To better facilitate reporting of expenses, life expense for the instructional technology person will be decreased from the originally planned amount. -1 x \$60 = \$-60</p> <p>CHANGE REQUEST - 05/26/2022: With the addition of the interventionalist position, 2 years of life insurance will be needed. In addition, the 3rd year for the instructional coach will require one more year of life insurance as well. Technology integration position for 1 year will increase life insurance cost. Interventionalist: 1.0 FTE x \$60/yr x 2 yrs = \$120. Instructional Coach: 1.0 FTE x \$60/yr. x 1.0 additional yr. = \$60; Technology Integration 1.0 FTE x \$60/yr. x 1 yr. = \$60</p> <p>With the hiring of new staff to help with the learning loss of students during COVID, standard benefits provided by the district will be offered including a \$25,000 life insurance policy through Standard Insurance Co.</p> <p>5 employees x \$60/yr. x 2 yrs. = \$600</p>	\$ 300	\$ -	\$ 55	\$ 245	\$ -	99201	Change Request: Previously approved for \$85,633 between SFY 22 and 23
445-1-008-20230808	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	<p>UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available through 12/1/2023. UPDATE REQUEST - 04/27/2023: Reduced FICA amount to cover additional cost in another FICA line item.</p> <p>UPDATE REQUEST - 09/26/2022: To better account for expenses and reporting requirements, FICA amounts for the interventional teacher and the technology instructor will be split out to new account numbers. Reduce budget down \$53,074 and reallocate. Reduce an additional \$128 from what was originally requested. Reduce FICA amounts of \$2,993 for intervention teacher, reduce \$8,606 for technology instructor</p> <p>CHANGE REQUEST - 09/26/2022 - To better facilitate reporting of expenses, FICA expense for the instructional technology, intervention person will be decreased from the originally planned amount. -1 x \$75000 x 7.65% = \$-5,738, -1 x \$39,120 x 7.65% = \$-2,993</p> <p>CHANGE REQUEST - 05/26/2022: With the addition of the interventionalist position and the additional 3rd year of the instructional coach, additional FICA expenses will occur. Technology Integration position will have FICA expenses associated with the salary amount. FICA expenses calculated at 7.65% of the salaries</p> <p>CHANGE REQUEST - 08/31/21: With the addition of the Retention Incentive being given and the incentive increase in substitute wages, the FICA expenses will increase. 7.65% of total salaries</p> <p>FICA expense for all instructional salaries calculated at 7.65%</p>	\$ 38,543	\$ -	\$ 27,281	\$ 11,262	\$ -	99220	Change Request: Previously approved for \$158,082 between SFY 22 and 23
445-1-009-20230808	Eligible	Direct Allocation	Instruction	Professional Education Services	12. Addressing learning loss among students, including vulnerable populations	<p>CHANGE REQUEST - 06/27/2023: Expenses came in slightly less than expected. Reduce budget and reallocate funds.</p> <p>CHANGE REQUEST - 11/15/2022: Additional online software expenses for Panorama Educaiton software that is used to monitor student academic and social-emotional well-being while in the classroom. This helps teacher better target resources and instruction efforts for each individual student, and also provides information for parent engagement regarding their specific students. Reduce budget \$2,600 and reallocate funds. Increase Panorama license \$20,000</p> <p>CHANGE REQUEST - 05/26/2022: We needed to order additional licenses for Dreambox to fully cover the high school. The original figures did not include the entire high school. Dreambox additional License of \$21,004</p> <p>CHANGE REQUEST - 08/31/21: To specifically target student learning loss, two programs are being requested for implementation in the schools. Dreambox Learning licenses for use in the K-12 math classrooms to address learning loss of students and LEXIA Core-3 Licenses for the school district to use to address student learning loss. Both of these programs are new to the district. Dreambox: 3 year license x 30,105.82/year, Lexia: 3 year license x \$21,255/year.</p> <p>Online instruction program (not yet determined) such as "Study Island" will be purchased to enhance instructional opportunities for specific students at various levels of determined need.</p> <p>\$2,000/yr. x 2 yrs. = \$4,000</p>	\$ 198,848	\$ -	\$ 181,448	\$ 17,400	\$ -	99300	Change Request: Previously approved for \$140,000 SFY 22

445-1-010-20230808	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	<p>UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available through 12/1/2023. CHANGE REQUEST - 11/15/2022: As the needs for staff professional development continue to grow to meet learning loss of students, additional training for the administration and district leadership to help keep staff focused also grows. Funds will be transferred to the Administrative Professional Development line item to purchase leadership services and training from ESSDAC. Additionally, request reducing the budget down and reallocate \$12,897 to the Online Instruction account for student hotspots to connect to the Google classroom while at home. Reduce budget down by \$57,603 and reallocate elsewhere. Reduce the budget by \$20,600 for administrative professional development and reduce budget by \$12,897 for student connectivity</p> <p>CHANGE REQUEST - 9/26/2022: Funds were originally set aside for additional instructional training needed to work with learning loss due to COVID. As time has elapsed, it has come to our attention that not only the teachers, but also the administrators need additional training and support to be effective in dealing with student and learning loss from the COVID pandemic. Individual and group coaching lessons will be provided to the administrative team through ESSDACK. Budget will be reduced \$20,600. Reduction in the budget of \$20,600 for the training cost.</p> <p>CHANGE REQUEST - 05/26/2022: Amount requested has been reduced and shifted to FY23 and FY24 for the additional training needed. Reduce budget from \$70,000 each year to \$65,000 each year. Amount is reduced due to the desired training needed.</p> <p>CHANGE REQUEST - 08/31/21: Updates not charge to the first year, but part of 2nd year. average \$70,000/yr. x 2 yrs. = \$140,000</p> <p>To affect change and address the learning loss, the district will implement Professional Learning Communities (PLC) throughout the district. This contracted services with "The Learning Tree" for PLC professional development will be a two-year process and will involve all teachers and principals in the buildings. \$70,000/yr. x 2 yrs. = \$140,000 (estimated)</p>	\$ 39,900	\$ -	\$ -	\$ 39,900	\$ -	99301	Change Request: Previously approved for \$13,000 SFY 22
445-1-011-20230808	Eligible	Direct Allocation	Instruction	Technology-Related Repairs and Maintenance	5. Procedures and systems to improve LEA preparedness and response efforts	<p>UPDATED REQUEST - 06/27/2023: Services that were originally intended were not charged to ESSER funds as the RFQ was not in compliance with procedures as well as it was thought these funds would be available through 12/31/2023. Funds will be reduced and reallocated to other areas. Reduce budget \$54,950 and reallocated</p> <p>CHANGE REQUEST - 05/26/2022: The amount will be reallocated to contracted services for our network. Instead of new equipment to better meet the needs of the students, a better understanding and monitoring of the existing equipment will be utilized and provided/maintained by a contractor. This will be in addition to the current staff we have in the district. This is due to the increased connectivity and technology in our classrooms. Estimated at \$2,875 per year.</p> <p>CHANGE REQUEST - 08/31/21: Updates not charge to the first year, but part of 2nd year. Estimated at \$13,000</p> <p>Due to the increased traffic and use of streaming and student connectivity in the classroom due to COVID protocols, additional fiber must be pulled to the buildings and new ends put on. This will also require some additional consulting with network experts such as Convergent out of Wichita, KS. Installation of new fiber and consultant work, \$13,000.</p>	\$ 8,050	\$ -	\$ 5,250	\$ 2,800	\$ -	99400	Change Request: Previously approved for \$4,875 SFY 22
445-1-012-20230808	Eligible	Direct Allocation	Instruction	Staff Travel	12. Addressing learning loss among students, including vulnerable populations	<p>CHANGE REQUEST - 06/27/2023: Adjust budget to account for final expenditures of staff training/travel. CHANGE REQUEST - 05/09/2023: The middle school teachers have determined the AVID program. AVID is a researched based program that integrates professional learning opportunities and classroom activities, lesson plans that are relevant to students. It is a cross-curricular program that helps to support educators in the classroom and provides data tracking and planning for students. This program is being implemented to help make middle school relevant to students, especially in middle school where the challenges of adolescents as well as the effects of social-emotional learning are high.</p> <p>Registration and hotel rooms for 4 middle school teachers Adjust budget: 4 teachers x \$950/registration = \$3,800 + 4 teachers x 3 nights x \$256.05/night/room = \$3,073</p> <p>CHANGE REQUEST - 05/26/2022: With the implementation of many new programs and online instructional resources, the expenses originally allocated for travel to locations for training is not needed. These funds will be reallocated elsewhere in the budget. Reduce the budget by \$4,875 and reallocate.</p> <p>Travel expenses for staff to visit other professional learning community districts to better address the student learning loss due to COVID and to better implement the PLC program within our schools.</p> <p>Hotel: 25 staff x \$150/night = \$3,750, Per Diem: 25 staff x \$45 = \$1,125, Total: \$4,875</p>	\$ 6,873	\$ -	\$ -	\$ 6,873	\$ -	99500	Change Request: Previously approved for \$36,000 between SFY 21, SFY 22 and SFY 23
445-1-013-20230808	Eligible	Direct Allocation	Instruction	Communications	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	<p>UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available through 12/1/2023. Reduce budget \$4,384 and reallocate</p> <p>CHANGE REQUEST - 08/31/21: Updated budget figures only. \$30 x 12 mo. X 50 students x 2 yrs</p> <p>For students who do not have connectivity at home, cellular hotspots will be obtained and checked out. This will allow for students to be able to connect from home and work on not only classroom assignments but also those enrichment opportunities to help make us for any learning loss.</p> <p>\$30/mth. x 12 mths x 50 students x 2 yrs. = \$36,000</p>	\$ 31,616	\$ 4,140	\$ 9,686	\$ 15,844	\$ 1,946	99501	Change Request: Previously approved for \$3,000 between SFY 22 and 23
445-1-014-20230808	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	<p>UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available through 12/1/2023. Reduce budget by \$2,150.75 and reallocate</p> <p>CHANGE REQUEST - 05/26/2022: The 95% Group LLC provides supplies and materials centered around phonic lessons to be used in the classrooms. These materials are directed towards those students with the greatest learning loss due to the COVID pandemic and students being. Materials include site license, phonological awareness screeners and awareness, basic, advanced and multisyllable phonics kits. This will be for K-6 grade levels. 95% Group material is \$78,180. Budget increased from \$3,000 to \$81,180.</p> <p>Classroom supplies for working with students in the classroom targets specifically towards enrichment activities dealing with the learning loss during the pandemic.</p> <p>Based on the number of students and teachers, Elementary School: \$1,500, Middle School: \$500, High School \$1,000</p>	\$ 79,029	\$ -	\$ 432	\$ 78,597	\$ -	99602	Change Request: Previously approved for \$14,250 between SFY 22 and SFY 23

445-1-015-20230808	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST - 06/27/2023: Purchase of 450 student chrome books will be made. These computers will be placed at the elementary building in grades 4, 5 and 6 for student use. Purchase of 153 interactive display panels to be placed in meeting rooms and educational conference settings. Panels will be on mobile carts to easily move around in the classroom as teachers work with small groups of students or with the entire classroom. The interactive aspect will further bring alive educational opportunities to all students in the building. 75" and 60" modles will be purchased with smaller units going into smaller room settings. Additionally 149 mobile carts will be purchased to secure the panels. The remaining 4 panels will be attached to the wall. 11/16/2022: Current wireless access points do not have the capability of the needed connections for all of the devices that are being used in the classrooms and campus areas. Students are more spread out than before for social distancing. These funds will increase the number of access points and replace old units that do not cover the buildings/camps very well. Increase budget: Student computer purchase will be made 450 units x \$408.82 ea. = \$183,969. Mobile stand average cost is \$289 x 149 = \$43,061. Interactive panels, average cost is \$3,109.84 x 153 = \$475,805. Wireless access points: 65 units x \$230.64 ea. = \$14,992 CHANGE REQUEST - 05/26/2022: To save on funds, existing computers will be repurposed with Google licenses (instead of Windows) that will work far more efficiently for students accessing their google drives and documents. Funds will be reduced for the purchase of software. Reduction of funds \$38,400 With the increased use in technology and to further prevent the spread of COVID, LCD TVs will be placed in all classrooms so that students will be able to stream their laptops to the monitors so the entire class will be able to see. This will allow for students to share work while social-distancing within the classroom. Student who are remote will be able to be involved in the classroom and seen by the whole class as the teacher will be able to stream their live video to the entire class. Addition, 150 Dell Latitude 2-in-1 laptops will be purchased for student use. These computers will be used in the elementary building at the 2nd grade level so students do not have to share computers with other students, thus helping to prevent the spread of COVID. TVs: 125 classroom areas x \$799 ea. = \$99,875	\$ 851,602	\$ -	\$ 115,894	\$ 533,858	\$201,850	99170	Change Request: Previously approved for \$18,000 between SFY 22 and SFY 23
445-1-016-20230808	Eligible	Direct Allocation	Instruction	Furniture and Fixtures	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST - 06/27/2023: The price of the furniture came in at about half what was originally estimated. Remaining funds will be reallocated. Reduce budget by \$37,653 and reallocate To help with the cleaning of furniture and to reduce the spread of COVID on high touch areas in the classrooms, two grade levels will have the cloth chairs replaced with hard plastic chairs to make it easier to spray and clean each night. The district only has two grade levels where cloth chairs are used. This will aid in implementing health protocols in operating the school. 150 chairs/grade level x 2 grade levels x \$212.13/chair = \$63,637	\$ 25,984	\$ -	\$ 5,449	\$ 20,535	\$ -	99172	Change Request: Previously approved for \$920 SFY 22
445-1-017-20230808	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	CHANGE REQUEST - 05/26/2022: Some additional days were utilized by the counselors to help students during the year and early months, but this is no longer needed at this time. Funds will be reallocated. Reduce budget by \$8,342 Additional days will be added to the school counselors' contract to allow them to coordinate efforts and mental health services for students who are experiencing high levels of anxiety and stress due to the COVID-19 pandemic and the return to school. These efforts will continue for 2 years during the summer months. 5 counselors x 5 days x \$285/day average salary x 2 yrs. = \$14,250	\$ 5,908	\$ -	\$ 5,908	\$ -	\$ -	99103	Change Request: Previously approved for \$29,000 between SFY 21, 22 and SFY 23
445-1-018-20230808	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	CHANGE REQUEST - 05/26/2022: With the reduction in the salaries of the support services budget, the FICA line item needs to be adjusted down as well. Reduce budget \$1,331 CHANGE REQUEST - 08/31/21: With the addition of the Retention Incentive being given, the FICA expenses will increase. 7.65% of total salaries FICA expense for all support staff salaries calculated at 7.65%	\$ 911	\$ -	\$ 911	\$ -	\$ -	99221	Approved at the September 2021 State Board Meeting
445-1-019-20230808	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST - 04/27/2023: PPE expenses were slightly more than predicted. Need to increase the budget. Increase the budget \$301. Funds will be taken from other budget areas for adjustment CHANGE REQUEST - 05/26/2022: More of the expected funds were spent in the FY22 year than expected. Budget will be adjusted. Reallocate funds to the FY22 year from the FY23 expected expenses. CHANGE REQUEST - 08/31/21: PPE not purchased in first year. \$9,000/yr. x 2 yrs. Purchasing PPE materials for 2,200 students, staff and school visitors including masks, gloves, etc. to reduce the spread of COVID. \$9,000/yr. x 2 yrs. = \$18,000	\$ 18,301	\$ -	\$ 15,972	\$ 2,329	\$ -	99620	Approved at the September 2021 State Board Meeting
445-1-020-20230808	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	CHANGE REQUEST - 05/26/2022: Additional time for planning was needed and additional staff were brought in. The amount projected, was less due to additional days being added. Increase budget by \$4,442 to cover additional day of salaries. Principals and Assistant Principals will all be present at the Professional Learning Communities training for four days in the summer. The training will provide the necessary skills and information to the principals to help teachers address individual student needs within their schools. Principals are already under contract, but the Assistant Principals will have 4 days that is not part of their contract and will be paid their daily rate similar to the teachers. 5 Assistant Principals x \$352 average daily rate x 4 days x 1 yr. = \$7,040	\$ 11,482	\$ -	\$ 11,482	\$ -	\$ -	99104	New Line Item
445-1-021-20230808	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	CHANGE REQUEST - 05/26/2022: Increased FICA expenses due to increase salary amount. FICA figured at 7.65% of salary amount. CHANGE REQUEST - 08/31/21: With the addition of the Retention Incentive being given, the FICA expenses will increase. 7.65% of total salaries FICA expense for all administrative salaries calculated at 7.65%	\$ 1,758	\$ -	\$ 1,758	\$ -	\$ -	99222	New Line Item

445-1-022-20230808	Eligible	Direct Allocation	Safety	Cleaning Supplies and Chemicals	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST - 08/31/21: Updated budget figures only. Averaged at \$14,500/year x 2 yrs Cleaning supplies used throughout the district in the increased efforts to clean and sanitize the district facilities to make them ready for student, staff and community. Cleaning supplies include items that have been implemented due to the COVID-19 pandemic. Items such as paper towels for each classroom, wipes, etc. to implement local health protocols in cleaning the facilities. Est. \$14,500/yr. x 2 yrs. = \$29,000	\$ 29,000	\$ 2,407	\$ 12,797	\$ 12,000	\$ 1,796	99631	New Line Item
445-1-023-20230808	Eligible	Direct Allocation	Safety	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	CHANGE REQUEST - 06/30/2023: Budget will be reduced down as it was originally though funds would be available through 12/31/2023. Reduce budget by \$8,540 and reallocate. CHANGE REQUEST - 08/31/21: Updated budget figures only. averaged at \$15,000/year x 2 years Chemicals and usable supplies used to clean the district that are due to the COVID-19 pandemic. These cleaning chemicals and supplies have been implemented in response to the pandemic and include items such as Gen-a-Fect spray cleaner/sanitizer, spray bottles for the classrooms, face shields, N95 masks, hand sanitizing chemicals, vital oxide to spray the classrooms and traffic areas to sanitize and prevent the spread of COVID. Est. \$15,000/yr. x 2 yrs. = \$30,000	\$ 21,460	\$ -	\$ 4,657	\$ 16,803	\$ -	99632	New Line Item
445-1-024-20230808	Eligible	Direct Allocation	Safety	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	CHANGE REQUEST - 04/27/2023: Purchases were made and they came in just a few dollars cheaper than anticipated. Remaining funds will be reallocated elsewhere in the budget. Reduce budget by 494 and allocated elsewhere. Equipment used to sanitize and clean the facilities to help prevent the spread of COVID. Sprayers/ionizers are used to spray vital oxide and other chemicals in the classrooms, offices, and gymnasiums after each day. Backpack sprayers are used for bleachers and playground equipment to be sanitized after use. Victory ionizers: 10 Victory Ionizers x \$900 ea. = \$9,000 Backpack sprayers: 3 sprayers x \$500 ea. = \$1,500	\$ 10,006	\$ -	\$ 10,006	\$ -	\$ -	99670	New Line Item
445-1-025-20230808	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST - 05/26/2022: There were originally 2 people not included in the retention incentive. Increase budget by \$1,000 to cover expenses. NEW ITEM - 08/31/21: As instructional staff is difficult to retain due to fear of COVID outbreaks, and to effectively address the learning loss of students.	\$ 57,500	\$ -	\$ 57,500	\$ -	\$ -	99111	New Line Item
445-1-026-20230808	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: As instructional staff is difficult to retain due to fear of COVID outbreaks, and to effectively address the learning loss of students.	\$ 23,000	\$ -	\$ 23,000	\$ -	\$ -	99112	New Line Item
445-1-027-20230808	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST - 05/26/2022: Two people were originally thought to be in this category but were given the incentive under the instructional category. Decrease budget by \$1,000. NEW ITEM - 08/31/21: As support staff is difficult to retain due to fear of COVID outbreaks, and to effectively address the learning loss of students.	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	99113	Change Request: Updated FICA amount to match new Incentive Pay
445-1-028-20230808	Eligible	Direct Allocation	Library/Media Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: As instructional support staff is difficult to retain due to fear of COVID outbreaks, and to effectively address the learning loss of students.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	99114	New Line Item
445-1-029-20230808	Eligible	Direct Allocation	Library/Media Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: FICA expense for all instructional support staff salaries	\$ 383	\$ -	\$ 383	\$ -	\$ -	99227	New Line Item
445-1-030-20230808	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: Certified central office staff is difficult to retain due to fear of COVID outbreaks, and to effectively run the district.	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	99115	New Line Item

445-1-031-20230808	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: Classified central staff is difficult to retain due to fear of COVID outbreaks, and to effectively run the district during these times.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	99116	New Line Item
445-1-032-20230808	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: FICA expense for all central office staff salaries	\$ 268	\$ -	\$ 268	\$ -	\$ -	99224	New Line Item
445-1-033-20230808	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: Administrative staff is difficult to retain due to fear of COVID outbreaks, and to effectively address the learning loss of students.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	99117	New Line Item
445-1-034-20230808	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: Classified central staff is difficult to retain due to fear of COVID outbreaks, and to effectively address the learning loss of students.	\$ 6,500	\$ -	\$ 6,500	\$ -	\$ -	99120	New Line Item
445-1-035-20230808	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: Custodial/Maintenance staff is difficult to retain due to fear of COVID outbreaks, and to make sure buildings are cleaned and ready for students.	\$ 11,000	\$ -	\$ 11,000	\$ -	\$ -	99250	New Line Item
445-1-036-20230808	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: FICA expense for all custodial/maintenance staff salaries	\$ 842	\$ -	\$ 842	\$ -	\$ -	99225	New Line Item
445-1-037-20230808	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	NEW ITEM - 08/31/21: Food Service staff is difficult to retain due to fear of COVID outbreaks, and other incentives to not return to regular work around the students, an incentive will be given to all returning staff members to return and stay at work to educate students in the classrooms.	\$ 12,500	\$ -	\$ 12,500	\$ -	\$ -	99311	New Line Item
445-1-038-20230808	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST - 06/27/2023: Adjust budget to match FICA expenses. CHANGE REQUEST - 04/27/2023: Adjust the FICA budget to finish out the budget amount. CHANGE REQUEST - 11/16/2022: Increase the Food Service FICA expenses due to extra hours being worked due to staff shortages. Reduce budget by \$5,000 and reallocate. Reduce the budget down by \$609 as not all of the funds were needed in this area. Increase boveral budget \$1,324 CHANGE REQUEST - 05/26/2022: With the increase of salary expenses, FICA expenses will also increase due to staff overtime and eating in the classrooms. FICA Calculated at 7.65% of salary expenses. NEW ITEM - 08/31/21: FICA expense for all food service staff salaries	\$ 6,060	\$ -	\$ 5,064	\$ 996	\$ -	99226	New Line Item
445-1-039-20230808	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST - 11/16/2022: To help with the prevention and spread of COVID-19, additional funds will be allocated for cleaning supplies to be used in the cafeterias for high touch traffic areas and tables. Increase budget by \$2,600 NEW ITEM - 08/31/21: Supplies necessary to delivery food to the classrooms for social distancing.	\$ 3,484	\$ -	\$ -	\$ 2,600	\$ 884	99710	New Line Item

445-1-040-20230808	Eligible	Direct Allocation	Support Services - School Administration	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	<p>CHANGE REQUEST - 04/27/2023: Continues support for Professional Learning Communities on the administrative level on how to implement, monitor and grow PLCs in the different buildings in the district. Additional funds will be allocated from other unused areas in the budget.</p> <p>CHANGE REQUEST - 11/15/2022: As the needs for staff professional development continue to grow to meet learning loss of students, additional training for the administration and district leadership to help keep staff focused also grows. Funds will be transferred to the Administrative Professional Development line item to purchase leadership services and training from ESSDAC. Increase budget slightly for final PD expenses from ESSDAC. Increase the budget by the expected \$7,500 for admin PD from Solution Tree. Increase the budget by expected ESSDAC expense of \$20,600.</p> <p>CHANGE REQUEST - 9/26/2022: Funds to facilitate additional training for administrative staff is needed to help handle student needs and learning loss challenges. Training session will consist of group and individual sessions for each administrators provided by ESSDAC. Increase budget by \$20,600</p> <p>NEW ITEM - 08/31/21: Additional resources for the Professional Learning Communities that have been implemented throughout the school district this year are needed for the school administration to better serve the teachers and the PLC groups. Funds will be reduced elsewhere to purchase these additional resources targeted to the administrators.</p>	\$ 30,721	\$ -	\$ 540	\$ 30,181	\$ -	99230	New Line Item
445-1-041-20230808	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>UPDATED REQUEST - 06/27/2023: Adjust remainder of funds down (\$186,185.51) as they were unspent as originally intended. Move to Technology Equipment purchase line item 99170. CHANGE REQUEST - 05/01/2023: Originally, expectations and budget were based on being able to use ESSER II funds through 12/31/2023. To adjust for funds all having to be spent by 09/30/2023, the amount that was allocated for FY2024 will be reduced out of the budget and used elsewhere. Reduce budget as originally thought funds were available through 12/31/23. Reduce allocation amount by \$8,017</p> <p>NEW ITEM - 08/31/21: Due to the pandemic and the spread of the COVID Delta variant, there are very few substitute teachers who are willing to come into the school system. As we are trying to get everything back to normal as best we can for students, without having a substitute teacher in the classroom we are having to pull existing staff from other responsibilities such as work with small group on reading and math to cover classrooms. Funds will be used to incentivize the substitute pay. Current daily rate is \$100. Funds are being requested to increase that amount by \$50. We are also competing with neighboring school districts for substitutes who have also increased substitute rate of pay. Only the increase will be charged to ESSER, not the base rate.</p>	\$ 186,186	\$ -	\$ 89,136	\$ 97,050	\$ -	99125	New Line Item
445-1-042-20230808	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>CHANGE REQUEST - 06/27/2023: Reduce final amount down to match current expenses.</p> <p>CHANGE REQUEST - 04/27/2023: Not all of the funds were needed as originally predicted, so reduction of the projected amounts and reallocated elsewhere in the budget.</p> <p>CHANGE REQUEST - 11/16/2022: As the change in staff and sickness has continued, current staff have needed to work additional hours and overtime hours in preparation, serving and cleaning for the students. The additional cleaning that is being done will help prevent the spread of germs including COVID-19. Part time-staff that were hired to deliver meals are now being used to help clean and serve the meals in a more spread-out way instead of in the classrooms. Change request is for an additional \$17,874 to be allocated to extra hours and part-time staff working. 06/27/2023: Reduce budget \$75 and reallocate. Decrease the budget by \$8,341 for what was originally projected. CHANGE BUDGET 11/16/2022: Increase budget amount by \$23625</p> <p>NEW REQUEST - 05/26/2022: As efforts to retain staff become increasingly difficult, I have more of my current staff working extra hours and overtime hours to make sure food is ready for the children. These additional hours are because I am unable to attract quality people to the position. In an effort to social distance students during lunch period, two grade levels ate lunches in their classrooms instead of the lunch room. This required additional staff to prep the trays, deliver the trays, and pick them up after lunch period. 8 hrs/day x 171 days x \$18.00 avg overtime rate = \$24,624. Additional staff due to eating in the classroom 4 x 4 hrs/day x \$12.00 x 171 days = \$32,832</p>	\$ 72,665	\$ -	\$ 53,959	\$ 18,706	\$ -	99312	New Line Item
445-1-043-20230808	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	<p>CHANGE REQUEST - 06/27/2023: Cost came in slightly less than originally anticipated. Funds will be reduced. Reduce budget by \$2,729.00 and reallocate.</p> <p>NEW REQUEST - 05/26/2022: To assist students with their classes, especially if we have to go to remote learning, or students are quarantined at home due to COVID related illness, the google platform license will be far more efficient than the Windows licenses for the one-to-one computers. These licenses will be installed as the new OS for the computers in the district, facilitating ease of use for the students. 1,200 licenses x \$32.00 ea. = \$38,400. Remaining funds (\$2,729) from planned HVAC will be moved to this SACCT to facilitate various additional licenses as new computers are needed for students.</p>	\$ 38,400	\$ -	\$ 38,400	\$ -	\$ -	99603	New Line Item
445-1-044-20230808	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	<p>UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available through 12/1/2023. NEW ACCOUNT NO - 09/26/2022: Requesting a new account number to better split out the expenses, although still instructional, this will help with additional reporting for expenses related to technology. Funds will be subtracted from the instructional line items already in place. Reduce budget down \$1,391 and reallocate. FICA: \$75,000 / year salary x 7.65% x 1.5 years = \$8,606</p>	\$ 7,215	\$ -	\$ -	\$ 5,738	\$ 1,477	99236	New Line Item
445-1-045-20230808	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	<p>UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available through 12/1/2023. NEW ACCOUNT NO - 09/26/2022: Requesting a new account number to better split out the expenses, although still instructional, this will help with additional reporting for expenses related to technology. Funds will be subtracted from the instructional line items already in place. Reduce budget \$15 and reallocate. 1 employee x 1.5 yrs. x \$60/yr. = \$90</p>	\$ 75	\$ -	\$ -	\$ 60	\$ 15	99204	New Line Item



445-1-046-20230808	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	UPDATED REQUEST - 06/27/2023: Adjust remainder of funds down (\$18,187.50) as they were unspent as originally intended. Move to Technology Equipment purchase line item 99170. NEW ACCOUNT NO - 09/26/2022: Requesting a news account number to better split out the expenses, although still instructional, this will help with additional reporting for expenses related to technology. Funds will be subtracted from the instructional line items already in place. Additionally, the technology person will be hired for the starting months of the 2023-2024 school year. Reduce funds (\$18,187.50) to compensate for the ending of ESSER II. 1 employee x 1.5 years x \$75,000 = \$112,500	\$ 94,313	\$ -	\$ -	\$ 75,000	\$ 19,313	99122	New Line Item
445-1-047-20230808	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available through 12/1/2023. NEW ACCOUNT NO - 09/26/2022: Requesting a news account number to better split out the expenses, although still instructional, this will help with additional reporting for expenses related to technology. Funds will be subtracted from the instructional line items already in place. Reduce budget \$3,937 and reallocate funds. 1.5 years x \$17,676/yr. = \$26,514	\$ 22,577	\$ -	\$ -	\$ 17,796	\$ 4,781	99203	New Line Item
445-1-048-20230808	Eligible	Direct Allocation	Instruction	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	NEW ACCOUNT NO - 09/26/2022: Requesting a news account number to better split out the expenses, although still instructional, this will help with additional reporting for expenses related to specific learning loss help for students. Funds will be subtracted from the instructional line items already in place. Increase original budget by \$128 to cover additional expenses, 1 x \$39,120 x 7.65% = \$2,993	\$ 3,121	\$ -	\$ -	\$ 3,121	\$ -	99229	New Line Item
445-1-049-20230808	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	NEW ACCOUNT NO - 09/26/2022: Requesting a news account number to better split out the expenses, although still instructional, this will help with additional reporting for expenses related to specific learning loss help for students. Funds will be subtracted from the instructional line items already in place. Increase original budget by \$1,680 to cover additional cost: 1 x \$39,120 = \$39,120	\$ 40,800	\$ -	\$ -	\$ 40,800	\$ -	99109	New Line Item
445-1-050-20230808	Eligible	Direct Allocation	Support Services - School Administration	Intereducational, Intergency Purchased Services	3. Providing principals and other school leaders with resources to address individual school needs	NEW ACCOUNT NO. - 05/09/2022: Request to add a new account number for building administration professional development opportunity. With the implementation of AVID for the following school year, the building and curriculum leadership will attend the AVID Summer Institute to better work together as a team for the implementation and understanding of the resources as well as lesson plans available. The AVID program will be utilized at the middle school. Registration and hotel rooms for 2 administrators 2 administrators x \$950 registration = \$1,900, 2 administrators x 3 nights x \$256.05/night/room = \$1,536	\$ 3,436	\$ -	\$ -	\$ 3,436	\$ -	99252	New Line Item
501-1-051-20230613	Eligible	Direct Allocation	Other Support Services - Central Services	Other Miscellaneous Expenditures	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Indirect Costs	\$ 867,962	\$ -	\$ 867,962	\$ -	\$ -	2321.10 00.2590. 0891.32 09220	New Line Item
501-1-052-20230613	Eligible	Direct Allocation	Instruction	Instruments	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Replace musical instruments not returned or damaged as a result of remote learning due to COVID-19.	\$ 7,636	\$ -	\$ 7,636	\$ -	\$ -	2321.44 92.1000. 0738.32 09220	New Line Item
501-1-053-20230613	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Item: Online subscription for TCI social studies curriculum for middle school students to ensure access to the curriculum during quarantine due to COVID-19.	\$ 67,390	\$ -	\$ 67,390	\$ -	\$ -	2321.21 50.1103. 0653.32 09220	New Line Item
501-1-054-20230613	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	New Item: MAP Testing software. The district's previous screening software company ended the contract with the district. Purchasing this software allows the district to continue to screen for assess progress toward addressing learning loss due to COVID-19.	\$ 164,474	\$ -	\$ 164,474	\$ -	\$ -	2321.10 00.1000. 0653.32 09220	New Line Item

501-1-055-20230613	Eligible	Direct Allocation	Instruction	Software	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Purchase Screen Casitify software. Due to COVID-19, professional development has to pivot to virtual learning when COVID-19 cases are high. This software allows the district to be prepared.	\$ 19,500	\$ -	\$ 19,500	\$ -	\$ -	2321.10 00.1000. 0653.32 09220	New Line Item
501-1-056-20230613	Eligible	Direct Allocation	Instruction	Software	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	New Item: Docusign software to allow for signing documents during virtual GEI (student improvement) meetings needed due to COVID-19.	\$ 2,592	\$ -	\$ 2,592	\$ -	\$ -	2321.10 00.1000. 0653.32 09220	New Line Item
501-1-057-20230613	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Item: Art of Education and Art Supplies. The ART of Education Curriculum is an innovative curriculum which will engage students and allow teachers to assess and ameliorate Art related learning loss. Art classes were one of the most difficult to replicate during remote learning. The TPS teaching and learning team has already begun working to establish learning loss rubrics to assess students and build lessons which will help students recover from learning loss due to COVID-19. Two year subscription. ADDED this: Although the primary reason for implementing this new curriculum is to combat Art related learning loss skills, there is also an anticipated positive social emotional impact that will be an incidental benefit. According to the Wallace Foundation, "One study provided Tier III evidence suggesting that the students who participated in two inner-city programs that featured rich, sustained visual arts made significantly greater gains than comparison students in social-emotional learning outcomes and process abilities."	\$ 36,078	\$ -	\$ 36,078	\$ -	\$ -	2321.10 00.1000. 0653.32 09220	New Line Item
501-1-058-20230613	Eligible	Direct Allocation	Instruction	Technical Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Inventory of books and technology to determine how many books and devices were not returned when remote learning due to COVID-19 ended.	\$ 217,290	\$ -	\$ 17,565	\$ 199,725	\$ -	2321.21 50.1100. 0350.32 09220	New Line Item
501-1-059-20230613	Eligible	Direct Allocation	Operation & Maintenance of Plant	Technical Services	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	New Item: PD for custodial staff about water bottle fillers installed to reduce COVID-19.	\$ 5,350	\$ -	\$ 5,350	\$ -	\$ -	2321.21 30.2616. 0334.32 09220	New Line Item
501-1-060-20230613	Eligible	Direct Allocation	Instruction	Books	10. Providing mental health services and supports	New Item: Second Step SEL curriculum for After School and Summer School programs to address increasing mental health needs due to COVID-19.	\$ 14,371	\$ -	\$ 14,371	\$ -	\$ -	2321.21 50.1102. 0641.32 09220	New Line Item
501-1-061-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Retention Payment, salary. Due to the effects of COVID-19 such as additional job stress and persistent staff vacancies, up to \$6000 for all district employees, \$2400 for substitutes, and an additional \$2000 for frontline employees, paid quarterly to staff members with 95% attendance. Retaining employees and encouraging more frequent attendance is vital to ensuring Topeka Public Schools is prepared to stay open while the Pandemic continues to persist. For more information, please see additional documentation.	\$ 1,762,146	\$ -	\$ -	\$ 1,762,146	\$ -	2321.10 00.1000. 01xx.32 09230	New Line Item. The remainder of the Retention pay will be paid out in ESSER III.

## ESSER III Change Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS							
	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	103	Cheylin	144	58%	\$ 365,789	\$ 345,789	95%	\$ 365,789	\$ 365,789	\$ 20,000	100%	\$ 2,540
2	109	Republic County	481	50%	\$ 723,240	\$ 723,240	100%	\$ 723,240	\$ 723,240	\$ -	100%	\$ 1,504
3	114	Riverside	581	50%	\$ 1,119,203	\$ 1,086,153	97%	\$ 1,119,203	\$ 1,119,203	\$ 33,050	100%	\$ 1,928
4	204	Bonner Springs	2,528	45%	\$ 3,882,112	\$ 3,773,625	97%	\$ 3,882,112	\$ 3,882,112	\$ 108,487	100%	\$ 1,536
5	212	Northern Valley	122	47%	\$ 246,039	\$ 231,208	94%	\$ 245,348	\$ 245,348	\$ 14,140	100%	\$ 2,008
6	227	Hodgeman County	295	38%	\$ 309,142	\$ 61,829	20%	\$ 309,142	\$ 309,142	\$ 247,313	100%	\$ 1,048
7	231	Gardner Edgerton	5,687	31%	\$ 3,556,439	\$ 3,481,771	98%	\$ 3,556,439	\$ 3,556,439	\$ 74,668	100%	\$ 625
8	240	Twin Valley	549	52%	\$ 702,265	\$ 702,265	100%	\$ 702,265	\$ 702,265	\$ -	100%	\$ 1,280
9	248	Girard	976	42%	\$ 1,552,876	\$ 1,269,850	82%	\$ 1,303,548	\$ 1,303,548	\$ 33,698	100%	\$ 1,336
10	253	Emporia	4,187	58%	\$ 6,197,500	\$ 4,085,440	66%	\$ 4,681,398	\$ 4,681,398	\$ 595,958	100%	\$ 1,118
11	254	Barber County Nor	430	47%	\$ 779,134	\$ 637,000	82%	\$ 779,134	\$ 779,134	\$ 142,134	100%	\$ 1,812
12	257	Iola	1,104	56%	\$ 3,034,259	\$ 2,723,802	90%	\$ 3,034,259	\$ 3,034,259	\$ 310,457	100%	\$ 2,750
13	258	Humboldt	550	36%	\$ 942,370	\$ 789,009	84%	\$ 942,370	\$ 942,370	\$ 153,361	100%	\$ 1,713
14	281	Graham County	388	57%	\$ 591,113	\$ 591,113	100%	\$ 561,780	\$ 561,780	\$ (29,333)	100%	\$ 1,450
15	316	Golden Plains	168	76%	\$ 417,844	\$ 417,844	100%	\$ 417,844	\$ 417,844	\$ -	100%	\$ 2,487
16	334	Southern Cloud	156	68%	\$ 381,272	\$ 341,272	90%	\$ 381,272	\$ 381,272	\$ 40,000	100%	\$ 2,444
17	342	McLouth	450	43%	\$ 509,735	\$ 509,735	100%	\$ 509,735	\$ 509,735	\$ -	100%	\$ 1,134
18	361	Chaparral	736	63%	\$ 1,575,625	\$ 1,411,625	90%	\$ 1,531,625	\$ 1,531,625	\$ 120,000	100%	\$ 2,080
19	377	Atchison Co Comm	449	38%	\$ 625,236	\$ 625,236	100%	\$ 625,236	\$ 625,236	\$ -	100%	\$ 1,393
20	388	Ellis	376	33%	\$ 419,903	\$ 416,090	99%	\$ 374,890	\$ 374,890	\$ (41,200)	100%	\$ 997
21	396	Douglass Public Sc	616	36%	\$ 574,086	\$ 338,975	59%	\$ 409,883	\$ 409,883	\$ 70,908	100%	\$ 666
22	398	Peabody-Burns	202	56%	\$ 358,433	\$ 333,600	93%	\$ 358,433	\$ 358,433	\$ 24,833	100%	\$ 1,779
23	403	Otis-Bison	214	37%	\$ 509,412	\$ 109,412	21%	\$ 509,412	\$ 509,412	\$ 400,000	100%	\$ 2,380
24	411	Goessel	284	27%	\$ 197,955	\$ 118,283	60%	\$ 197,955	\$ 197,955	\$ 79,672	100%	\$ 698
25	443	Dodge City	6,772	80%	\$ 10,263,570	\$ 9,247,871	90%	\$ 10,193,330	\$ 10,193,330	\$ 945,459	100%	\$ 1,505
26	462	Central	281	62%	\$ 658,190	\$ 610,763	93%	\$ 658,190	\$ 658,190	\$ 47,427	100%	\$ 2,346
27	480	Liberal	4,550	82%	\$ 10,424,740	\$ 9,423,377	90%	\$ 10,424,740	\$ 10,424,740	\$ 1,001,363	100%	\$ 2,291
28	481	Rural Vista	259	51%	\$ 541,862	\$ 510,251	94%	\$ 332,848	\$ 332,848	\$ (177,403)	100%	\$ 1,288
29	490	El Dorado	1,823	58%	\$ 3,372,166	\$ 2,887,309	86%	\$ 3,372,166	\$ 3,372,166	\$ 484,857	100%	\$ 1,850
30	497	Lawrence	9,992	31%	\$ 13,573,376	\$ 13,573,376	100%	\$ 13,573,376	\$ 13,573,376	\$ -	100%	\$ 1,358
31	501	Topeka Public Schd	12,039	77%	\$ 42,152,936	\$ 40,079,012	95%	\$ 42,152,936	\$ 42,152,936	\$ 2,073,924	100%	\$ 3,502
32	503	Parsons	1,243	73%	\$ 4,663,635	\$ 4,075,993	87%	\$ 4,555,993	\$ 4,555,993	\$ 480,000	100%	\$ 3,666
<b>Total</b>			<b>58,626</b>	<b>57%</b>	<b>\$ 115,221,457</b>	<b>\$ 105,532,118</b>	<b>92%</b>	<b>\$ 112,785,891</b>	<b>\$ 112,785,891</b>	<b>\$ 7,253,773</b>	<b>100%</b>	<b>\$ 1,924</b>

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

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

# ESSER III APPLICATION FOR D0103

Status  
Approved

## KSDE Application Comments

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

## Current Directory Information

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

## Authorized Representative of the District Information

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

## Plan for Safe Return

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

<https://www.cheylin.com/vimages/shared/vnews/stories/60d1ec7065b4e/COVID%20Protocol%20January%202022.pdf>

## Use of Funds for CDC Guidance

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

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

## Stakeholder Engagement

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

### Students

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

## **Families**

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

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

Our administrative team; consisting of Superintendent, Principal, and Special Education Dept. Head; has met regularly to review the needs of our students and staff populations in learning loss discussions both at the building and district level. These meetings have included a review of focus group data from our various special population groups, such as board meetings and special education. As a result of these meetings, the following have been determined as most important to address in our district: 1. Social/Emotional interventions, 2. Online coursework for credit recovery and enhanced curriculum, and 3. Professional development. You will see that this information plays a prominent role in our ESSER plan.

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

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, teacher organization, students, parents, administration and state organizations through our needs assessment and site council. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include: 1. Adequate staff to allow for social distancing, 2. Extended learning opportunities, and 3. Social/Emotional supports.

## **Tribes**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$365,789	\$0	\$365,789	ESSER III Allocations	\$73,158
Approved Total	\$345,789	\$0	\$345,789	Approved Total	\$101,000
Amount Left	\$20,000	\$0	\$20,000	Amount Still Needed	\$0
In Review Total	\$20,000	\$0	\$20,000	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
103-3-0007	Direct	False	2600	700	13	\$20,000	Task Force Review
103-3-0008	Direct	False	1000	110	12	\$10,000	Approved
103-3-0009	Direct	True	2600	735	12	\$6,000	Approved
103-3-0010	Direct	True	1000	610	12	\$45,000	Approved
103-3-0001	Direct	False	1000	110	12	\$29,789	Approved
103-3-0002	Direct	True	1000	110	11A	\$50,000	Approved
103-3-0003	Direct	False	1000	736	9	\$50,000	Approved
103-3-0004	Direct	False	2720	732	15	\$90,000	Approved
103-3-0005	Direct	False	2600	700	13	\$15,000	Approved
103-3-0006	Direct	False	2600	700	13	\$50,000	Approved

## Line Item Details

Line Item ID: 103-3-0007

**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**

Operation/Maintenance

**Account Number**

61-2600-700-00

**Function Code**

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

**Object Code**

700 - PROPERTY

**Allowable Use**

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

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

purchase of new HVAC units to update and address indoor air quality and proper indoor ventilation

**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 Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 103-3-0008



**Allocation Type**

Direct Allocation

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

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

**Account Name**

Teacher salaries

**Account Number**

61-1000-110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Provide retention incentive pay for approximately 50 staff at \$200 to address additional staffing requirements based on COVID, such as cleaning and student social/emotional needs that hinder education in the classroom.

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

<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$10,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 103-3-0009

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Operation/Maintenance

**Account Number**

61-2600-735-00

**Function Code**

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

**Object Code**

735 - Technology -Related Software

**Allowable Use**

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

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

IXL, AimsWeb, MAPS assessments to address learning loss

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

<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$6,000</u>
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**Status**

Approved

Line Item ID: 103-3-0010

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Teaching Supplies

**Account Number**

61-1000-610-00

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

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

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

**Status**

Approved

**Line Item Comment from KSDE**

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

Line Item ID: 103-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Teacher Salaries

**Account Number**

61-1000-110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

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

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$29,789
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$29,789</u>

**Status**

Approved

Line Item ID: 103-3-0002

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Teacher Salaries

**Account Number**

61-1000-110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

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

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

**Status**

Approved

Line Item ID: 103-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Technology-Hardware

**Account Number**

61-1000-736-00

**Function Code**

1000 - Instruction

**Object Code**

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

**Allowable Use**

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

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

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

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

**Status**

Approved

Line Item ID: 103-3-0004

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Transportation

**Account Number**

61-2720-732-00

**Function Code**

2720 - Monitoring Services

**Object Code**

732 - Vehicles (Including school buses)

**Allowable Use**

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

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

purchase of a bus to address public health protocols of social distancing

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

Approved

**Line Item Comment from KSDE**

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

Line Item ID: 103-3-0005

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Operation/Maintenance

**Account Number**

61-2600-700-00

**Function Code**

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

**Object Code**

700 - PROPERTY

**Allowable Use**

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

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

Purchase and installation of dishwasher for cafeteria to address public health protocols of sanitation. This is a permanent fixture in the cafeteria for all K-12 students.

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

**Status**

Approved

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 103-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Operation/Maintenance

**Account Number**

61-2600-700-00

**Function Code**

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

**Object Code**

700 - PROPERTY

**Allowable Use**

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

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

purchase and installation of self-flushing stools and touchless water faucets to address public health protocols of sanitation

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

**Status**

Approved

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

# ESSER III APPLICATION FOR D0109

Status  
Approved

## KSDE Application Comments

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

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Republic County	1205 19th Street, Belleville, KS 669350469	P.O. Box 469, Belleville, KS 669350469
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Nancy Meyer	nmeyer@usd109.org	(785) 527-5621

## 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>
Larry Lyder	Superintendent	llyder@usd109.org	(785) 527-5621
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
dwilkinson@usd109.org		dwilkinson@usd109.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

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

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

## Use of Funds for CDC Guidance

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

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

## Stakeholder Engagement

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

### Students

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

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

## **Families**

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

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

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

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

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

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

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

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

## **Tribes**

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

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

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

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

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

1. Mental Health and SEL
2. Summer School

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



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

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

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

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

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

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

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

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

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

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

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

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$723,240	\$0	\$723,240	ESSER III Allocations	\$144,648
Approved Total	\$330,145	\$0	\$330,145	Approved Total	\$167,010
Amount Left	\$393,095	\$0	\$393,095	Amount Still Needed	\$0
In Review Total	\$393,095	\$0	\$393,095	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
109-3-0061	Direct	False	1000	700	9	\$11,429	Task Force Review
109-3-0062	Direct	False	1000	320	10	\$8,640	Task Force Review
109-3-0063	Direct	False	1000	110	1A	\$97,310	Task Force Review
109-3-0064	Direct	False	1000	150	1A	\$35,500	Task Force Review
109-3-0065	Direct	False	2600	150	1A	\$3,750	Task Force Review
109-3-0066	Direct	False	1000	110	1A	\$87,780	Task Force Review
109-3-0067	Direct	False	1000	110	1A	\$45,000	Task Force Review
109-3-0068	Direct	False	2130	110	16	\$103,686	Task Force Review
109-3-0001	Direct	False	1000	320	3	\$6,500	Approved
109-3-0002	Direct	False	1000	600	3	\$4,000	Approved
109-3-0003	Direct	False	1000	320	10	\$5,000	Approved
109-3-0005	Direct	False	2130	210	16	\$7,500	Approved
109-3-0006	Direct	False	2130	220	16	\$4,000	Approved
109-3-0007	Direct	False	2130	222	16	\$725	Approved
109-3-0008	Direct	False	2130	260	16	\$60	Approved
109-3-0009	Direct	False	1000	320	3	\$20,000	Approved
109-3-0010	Direct	False	1000	110	3	\$7,500	Approved
109-3-0011	Direct	False	1000	600	3	\$7,500	Approved
109-3-0012	Direct	False	2410	320	3	\$30,000	Approved
109-3-0018	Direct	False	2130	700	15	\$15,000	Approved
109-3-0020	Direct	True	1000	110	11A	\$90,000	Approved
109-3-0021	Direct	True	1000	600	11A	\$10,000	Approved
109-3-0025	Direct	True	1000	120	11A	\$40,000	Approved
109-3-0029	Direct	True	2710	120	11A	\$4,000	Approved
109-3-0033	Direct	True	2710	626	11A	\$1,500	Approved
109-3-0052	Direct	False	1000	700	13	\$21,300	Approved
109-3-0053	Direct	False	1000	150	1A	\$12,250	Approved
109-3-0056	Direct	False	2600	600	7	\$9,800	Approved
109-3-0057	Direct	True	1000	220	11A	\$17,125	Approved
109-3-0058	Direct	True	1000	260	11A	\$3,300	Approved

109-3-0059	Direct	True	1000	222	1A	\$1,085	Approved
109-3-0060	Direct	False	1000	210	1A	\$12,000	Approved

## Line Item Details

Line Item ID: 109-3-0061

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

109-3-0061

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

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

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

Purchase of additional Chromebooks for remote learners and to replace old Chromebooks that no longer meet the necessary requirements for current technology updates with online programming.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$11,429
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$11,429</u>

**Status**

Task Force Review

Line Item ID: 109-3-0062

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

109-3-0062

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education Services

**Allowable Use**

10 - Providing mental health services and supports.

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

The social emotional needs of students has greatly increased during the COVID-19 pandemic resulting in numerous issues/concerns of our students and their success in school. The Jr/Sr High will be purchasing the social curriculum Habitudes for implementation during seminar. This will be an integrated plan to start with grades 6-8 in spring of 2022 and then move to the 6-12 grade range in the 2022-2023 school year. The costs also includes staff professional development on the implementation and use of Habitudes along with stipends for staff time outside of their contract for the professional development for Habitudes.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,640
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,640</u>

**Status**

Task Force Review

Line Item ID: 109-3-0063

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

109-3-0063

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Additional 1st Grade Teacher due to large class size and the need to social distance students due to COVID mitigation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$47,310
<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
<b>Total Expenditures</b>	<u>\$97,310</u>

**Status**

Task Force Review

Line Item ID: 109-3-0064

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Staff Retention Pay

**Account Number**

109-3-0064

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

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

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

CoVid-19 caused hardship and additional responsibilities on employees and funds will be used to provide a \$500 premium pay retention for 49 staff members that will be paid December 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$35,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$35,500</u>

**Status**

Task Force Review

Line Item ID: 109-3-0065

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser III

**Account Number**

109-3-0065

**Function Code**

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

**Object Code**

150 - Additional Compensation

**Allowable Use**

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

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

CoVid-19 caused hardship and additional responsibilities on employees and funds will be used to provide up-to \$500 premium pay retention incentive for 10 staff members that will be paid December 2022

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,750</u>

**Status**

Task Force Review

Line Item ID: 109-3-0066

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

109-3-0066

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Additional 2nd grade teacher due to large class size of 55 to be able to social distance students to mitigate the spread of COVID and smaller class size to help address learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$42,780
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<b>Budgeted Expenditures in SFY 2024</b>	\$45,000
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<b>Total Expenditures</b>	\$87,780
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**Status**

Task Force Review

Line Item ID: 109-3-0067

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

109-3-0067

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Additional 3rd grade teacher due to large class size of 55 to be able to social distance students to mitigate the spread of COVID and smaller class size to help address learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$45,000
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<b>Total Expenditures</b>	\$45,000
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**Status**

Task Force Review

Line Item ID: 109-3-0068

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

109-3-0068

**Function Code**

2130 - Health Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Republic County USD 109 has not had a School Nurse previous to COVID. We have hired one starting in April 2021 using ESSER 1 funds, payed with ESSER 2 funds during the 2021-2022 school year and plan to continue the position into 2022-2023 -24 with ESSER 3 funds. The nurse will assist the strategic planning and implementing of COVID prevention in our school facilities while helping to monitor and direct safety protocols, wellness and health of students and staff in our district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$49,000
<b>Budgeted Expenditures in SFY 2024</b>	\$54,686
<b>Total Expenditures</b>	\$103,686

**Status**

Task Force Review

Line Item ID: 109-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

95.1000.320.000

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education Services

**Allowable Use**

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

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

Registration for eight (8) staff members (6 teachers and 2 administrators) to attend the Trusted Leadership Summit. Trust and effective communication are necessary between school leaders, teachers, community stakeholders and patrons through the trying times of the COVID pandemic. By attending The Trusted Leadership Summit, staff will be able to communicate and build the trust necessary to create a culture of collaboration. Most people think trust is an ambiguous, complex idea you either have or you don't. But trust is actually the leading indicator of success and it can be actively built. Whether you're a business leader, manager, entrepreneur, or someone who simply loves and values human improvement, the Trusted Leader Summit equips you to build trust and become the most trusted leader in your industry!

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$6,500**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,500**Status**

Approved

Line Item ID: 109-3-0002

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

95.1000.600.000

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

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

Supplies and Travel Expenses for staff members to attending Trusted Leader Summit

**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**

Approved

Line Item ID: 109-3-0003



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

95.1000.320.000

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education Services

**Allowable Use**

10 - Providing mental health services and supports.

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

Social-emotional and mental health have become a concerning issue during the COVID pandemic. The mental well-being and self-worth of some our students and staff has created a negative culture and climate. There is a host of mental health issues and emotional baggage students walk into the building with every day. When students are emotionally healthy, they thrive. Value Up exists to help you in your efforts to create and maintain a healthy emotionally safe environment. The district will bring Mike Donahue with the Value-Up Organization to do presentations and work with students and staff on these issues. Additionally, he will do a presentation for community members in the evening so they can hear the same message to help promote the fostering of a positive culture. The program will also come with a culture building tool kit that will allow the district to continue to work on the culture into the future. A positive social and emotional school climate is conducive to effective teaching and learning. Such climates promote health, growth, and development by providing a safe and supportive learning environment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

Line Item ID: 109-3-0005

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

95.2130.210.000

**Function Code**

2130 - Health Services

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Nurse Insurance

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

Approved

Line Item ID: 109-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

95.2130.220.000

**Function Code**

2130 - Health Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Nurse Social Security

**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**

Approved

Line Item ID: 109-3-0007

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

95.2130.222.000

**Function Code**

2130 - Health Services

**Object Code**222 - Medicare - Employer's  
Contribution**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Nurse Medicare

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$725**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$725**Status**

Approved

Line Item ID: 109-3-0008

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

95.2130.260.000

**Function Code**

2130 - Health Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Nurse Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$60**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$60**Status**

Approved

Line Item ID: 109-3-0009

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

95.1000.320.000

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education Services

**Allowable Use**

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

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

Adaptive Schools Collaborative Training-The professional development will be provided to our DLT(12 teachers) and administrators (4 administrators) for the Adaptive Schools Foundation Seminar and 1 Administrator and 5 teachers to attend the Advance Seminar for Adaptive Schools. This training will provide staff with essential tools to help collaborate with stakeholders and lead the district through the continually changing times of COVID. Future Ready Schools workshop will also be attended by a couple of administrators. The Adaptive Schools will furthermore assist teacher leaders and administrators guidance while providing tools and skills to lead during the continuous changing times of the pandemic, communication strategies for various stakeholders and a variety of instructional strategies to be able to utilize in the classroom for more engagement of students and those students who might be remote.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

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

Line Item ID: 109-3-0010

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

95.1000.110.000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Teacher Stipends for daily attendance Adaptive Schools outside of contract time

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,000**Budgeted Expenditures in SFY 2023** \$3,000**Budgeted Expenditures in SFY 2024** \$1,500**Total Expenditures** \$7,500**Status**

Approved

**Line Item Comment from KSDE**

See line 9

Line Item ID: 109-3-0011

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

95.1000.600.000

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

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

Supplies/Materials/Meals/Travel Expenses for Adaptive Schools Foundation and Advanced Seminar Trainings

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,500**Budgeted Expenditures in SFY 2023** \$3,500**Budgeted Expenditures in SFY 2024** \$500**Total Expenditures** \$7,500**Status**

Approved

**Line Item Comment from KSDE**

See line 9

Line Item ID: 109-3-0012

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

95.2410.320.000

**Function Code**

2410 - Office of the Principal Services

**Object Code**

320 - Professional-Education Services

**Allowable Use**

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

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

Administrator Mentoring/Coaching-Administrators will continue their leadership/communication skill development from Adaptive Schools training through monthly team and individual mentoring sessions with Dr. Kelly Gillespie. The time spent as a team and individually will focus on leading and facilitating through change and strategies to bring everyone together through dialogue and the decision making process to help alleviate the burdening stress on all stakeholders that has come due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

See line 9

Line Item ID: 109-3-0018

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

95.2130.700.000

**Function Code**

2130 - Health Services

**Object Code**

700 - PROPERTY

**Allowable Use**

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

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

Purchase of Hearing and Vision Screening Equipment for the use by our school nurse. Covid has caused so much more damage to children than what is visible to the naked eye. As a district, we are trying to move the testing to being done in-house. COVID-19, also known as the coronavirus, has now been linked to many long-term complications, including heart damage, lung damage and neurological disorders. One emerging area of research is whether hearing loss can result from coronavirus infection—either as a symptom or as a complication days or weeks later. This would also give us the ability to test whenever I see fit. If a student presents with an earache, we would be able to test right then and there. If a teacher has a concern about a student's ability to view the board during class, we could pull them and test them right away.

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

**Status**

Approved

Line Item ID: 109-3-0020

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

95.1000.110.000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Summer School Teacher Salaries-We will have two co-directors that will also serve as teachers during our East Elementary SLAM (Summer Learning and More). Additionally, we plan on approximately 75 students in attendance and 6 teachers beyond the 2 co-directors/teachers. East Elementary SLAM will run for four weeks for five days each week. Reading and Math skills will be addressed based on the end of the year Fastbridge data. Additionally, there will be STEM and Physical Education portions to the SLAM day. Each Friday, of the week will be a field trip to culminate the learning activities from the week into a real life learning experience.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$65,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	\$90,000

**Status**

Approved

Line Item ID: 109-3-0021

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

95.1000.600.000

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

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

Supplies and Materials for Summer School (SLAM) at East Elementary. Items will be anything from instructional classroom supplies including STEM, possible intervention curriculum, field trip admissions, etc.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	\$10,000

**Status**

Approved

Line Item ID: 109-3-0025



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

95.1000.120.000

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Summer School Para Salaries-Six paras will join the instructional staff for the East Elementary SLAM program to help with individual student instruction and program operations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Approved

Line Item ID: 109-3-0029

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

95.2710.120.000

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Tranportation Salaries for Summer School-For our elementary SLAM, we will provide transportation to those students who live in the outlying communities within our district that are unable to get to school. On the return back to the outlying communities, we plan to have the delivers deliver meals for students through the summer food program as well. Transportation salaries will also include the salaries bus drivers for the Friday field trips.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Approved

Line Item ID: 109-3-0033

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

95.2710.626.000

**Function Code**

2710 - Vehicle Operation

**Object Code**

626 - Gasoline

**Allowable Use**

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

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

Fuel for Summer Programs

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

Approved

Line Item ID: 109-3-0052

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser III

**Account Number**

109-30019

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

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

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

CoVid-19 caused students to be in too close of spaces. This allows for an outside learning space for students to have social distancing. Stand alone movable tables and benches at high school.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$18,500**Budgeted Expenditures in SFY 2023** \$2,800**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$21,300**Status**

Approved

**Line Item Comment from KSDE**

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

Line Item ID: 109-3-0053

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser III

**Account Number**

109-3-0053

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

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

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

CoVid-19 caused hardship and additional responsibilities on employees and funds will be used to provide up to a \$500 premium pay retention incentive for 27 staff members that will be paid December 2022

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,250
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,250</u>

**Status**

Approved

Line Item ID: 109-3-0056

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser III

**Account Number**

109-3-0056

**Function Code**

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

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

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

Additional cleaning and sanitizing supplies beyond normal operation for the continued additional cleaning/sanitizing being implemented to assist in mitigation of CoVid.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,800
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,800</u>

**Status**

Approved

Line Item ID: 109-3-0057

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser III

**Account Number**

109-3-0058

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Social Security for Summer School Teachers, Paraprofessionals, Bus Drivers for learning losses and Additional Teachers for social distancing and smaller classrooms

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,400
<b>Budgeted Expenditures in SFY 2023</b>	\$13,150
<b>Budgeted Expenditures in SFY 2024</b>	\$1,575
<b>Total Expenditures</b>	<u>\$17,125</u>

**Status**

Approved

Line Item ID: 109-3-0058

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser III

**Account Number**

109-3-0058

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

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

Unemployment Compensation for additional teachers for learning loss in summer school and additional teachers for social distancing to reduce class sizes.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$275
<b>Budgeted Expenditures in SFY 2023</b>	\$2,810
<b>Budgeted Expenditures in SFY 2024</b>	\$215
<b>Total Expenditures</b>	<u>\$3,300</u>

**Status**

Approved

Line Item ID: 109-3-0059

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser III

**Account Number**

109-3-0059

**Function Code**

1000 - Instruction

**Object Code**222 - Medicare - Employer's  
Contribution**Allowable Use**1A - Any activity authorized by the  
Elementary and Secondary Education  
Act of 1965.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Medicare coverage for teachers and staff for learning loss and social distancing to reduce class sizes.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$250**Budgeted Expenditures in SFY 2023** \$625**Budgeted Expenditures in SFY 2024** \$210**Total Expenditures** \$1,085**Status**

Approved

Line Item ID: 109-3-0060

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Esser III

**Account Number**

109-3-0060

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**1A - Any activity authorized by the  
Elementary and Secondary Education  
Act of 1965.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Health insurance for additional teachers to create smaller class sizes in first and second grades

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$12,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,000**Status**

Approved



# ESSER III APPLICATION FOR D0114

Status  
Approved

## KSDE Application Comments

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

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Riverside	1409 Vermont, Elwood, KS 66024	PO Box 49, Elwood, KS 66024
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jenifer Gatz	jgatz@cyclones114.org	(913) 365-5632

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
John Whetzal	Superintendent	jwhetzal@usd114.org	(913) 365-5632
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Vicki Wyatt	vwyatt@usd114.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Terry Lance	tlance@usd114.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.usd114.org/page/21-22-covid-19-resource-page>

## Use of Funds for CDC Guidance

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

USD 114 was fortunate to remain in-person learning throughout the 2020-2021 school year which was made possible in no small part by the implemented mitigating strategies to ensure that our students were able to attend school in as safe of a clean environment as possible. These efforts included a tremendous amount of collaboration between our community and the county health department. Through the regularly scheduled Zoom meetings, we were able to adopt a county-wide seamless process for testing, contact tracing, and the quarantine of students and staff. The plan we are following with ESSER III funding addresses those areas identified by our stakeholder groups in the survey that was sent out via email and social media.

ESSER I & II funds were used to continue mitigation efforts to allow students and staff to remain in school for the maximum amount of time. These funds were also used to provide additional classroom supplies and hire additional staff to help with these efforts and address learning loss with a percentage of our students. Additionally, funding was provided to all staff members through Premium Pay since the staff had to take on extra duties and responsibilities. ESSER III funds will be used to continue these efforts as well as other areas which include the addition of a route bus allowing us to add a bus route to increase social distancing on a very crowded bus, to replacing an outdated math curriculum that was needed as evidenced by our assessment scores, and a new and consistent SEL curriculum to help with increased social-emotional needs that have been exposed by the pandemic.

We continue working closely with the Doniphan County Health Department, the Kansas State Department of Education, the Kansas Department of Health and Environment, and neighboring school districts to remain up-to-date on guidance related to safely operating in-person learning for the school year. Riverside implemented the Test to Stay and Play testing initiative last year and will continue with this strategy to help mitigate exposure and keep students and staff in school for in-person instruction. Riverside recognizes the success of our students and faculty with this increased ability to keep our doors open by following the CDC guidelines and approved testing and contact tracing strategies. All ESSER III funds will be reviewed by our Board of Education and KSDE to ensure that all expenditures align with best practices and up-to-date safety requirements ensuring 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

In developing our ESSER III plan, we surveyed the student body to help determine their highest levels of need for pandemic-related instruction and support. The same survey was sent to all 7-12 students (a total of 265 students) The following supports received the most interest from the surveyed students:

- Offering additional extracurricular activities - 52.5%
- Facility upgrades that support health upgrades - 44.3%
- Providing additional technology for student use - 39.3%

### Families

A community/parent survey was conducted and there were 30 responses to the survey. The responses showed the most support for change regarding:

- Offering additional extracurricular activities - 56.7%
- Facility upgrades that support student health needs - 56.7%
- Additional instructional materials - 50%
- Additional student technology - 50%

You will see that these suggestions are addressed in the plan that we have developed.

### School and District Administrators including Special Education Administration



District Administrators and the Special Education Cooperative Director were given the same survey by the same method as mentioned previously. The three responses that were overwhelmingly the majority were:

- Facility upgrades that support student health needs - 100%
- Additional instructional materials - 100%
- Additional behavior support and interventions - 100%
- You will see that these suggestions are addressed in the plan that we have developed.

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

The staff was surveyed by the same method as mentioned above. Riverside has 51 certified teachers and there were 50 responses to the survey sent out to them. There were four that received a high percentage. Those four were:

- Additional behavior support and intervention - 64%
- Additional personnel and staff support for academic intervention - 62%
- Facility upgrades that support student health needs - 48%
- Summer learning programs - 44%

You will see that these suggestions are addressed (with the exception of Extended School Year) in the plan that we have developed.

### **Tribes**

The school database does indicate that we have a small number of students that are identified as having a Native American heritage. Therefore, we actively participated along with the other two Doniphan County superintendents and met with the tribal council. Their recommendation was to continue collaboration with their Boys & Girls Club, which meets with tribal students for tutoring sessions to remain consistent with how we are interacting and helping their children.

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

The same survey was given to the area stakeholder groups in this category for all three county school districts. The area mental health organization - KANZA was the only response to the above-mentioned survey. KANZA strongly recommended:

- Summer Learning Programs
- Tutoring
- Additional behavior support and interventions
- Expanded social and emotional support and mental health services
- After-school childcare

Of the community patrons responding to this survey, it is indeed possible that parents and/or patrons connected to possible Civil Rights Organizations, including Disability Rights Organizations, and these were included in the survey results. A thorough search of websites, social media platforms, etc. was performed and no organizations were identified that were connected to either Civil Rights or Disability Rights. The American Civil Liberties Union of Kansas was also contacted to ensure that there were no local chapters, committees, and/or groups that represented stakeholders within our district. Doniphan County Schools also contacted Kansas Action for Children through email and phone. We worked closely with our local special education cooperative (DCEC) and the county-sheltered workshop for feedback as well. Both of these groups work actively to support students with disabilities to ensure our plans meet the needs of all stakeholders.

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

In reviewing our student information system, we confirmed that we serve 127 children with disabilities, 0 English Learners, 3 children experiencing homelessness, 9 children in foster care, 0 migratory students, 0 children who are incarcerated, and 0 children who we consider underserved. Where representation in each group occurs, we have contacted the families of these students directly and asked for their feedback. Additionally, we conducted a survey and visited in conversations directly with students and family members who met the criteria for these subgroups. It was clear from these conversations and feedback from students and stakeholders that the following supports were most needed:

- K-12 Math Curriculum (Reveal)
- Cloud 9 SEL Curriculum for PreK-12
- Two certified elementary teachers
- 1.5 Reading Specialists to help recover student learning loss
- Two nursing assistants to help with contact tracing, testing, and quarantine guidelines
- One full-time substitute teacher to provide a reliable substitute in the classroom for staff members missing due to COVID-related situations
- Additional route bus for an added route to increase social distancing by reducing the number of students on an extremely crowded bus
- Updated student Chromebooks to replace older ones that were not dependable to ensure the Remote Learning process is as seamless as possible
- K-12 Math Intervention curriculum (Numbers World)
- K-12 Reading Intervention curriculum (Sunday Reading Intervention)

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

The same survey mentioned in all of the above stakeholders' groups was shared on our district and social media pages. Many community patrons, parents, staff, and students responded to the survey, which would include those parents and patrons of children with disabilities, Children Experiencing Homelessness, Children in Foster Care, Migratory Students (we have none), English Learners (we have none), Children who are Incarcerated, and underserved students.

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

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

USD 114 began the 2021 school year with no Remote Learning option. While some students did miss extended time due to either testing positive or being identified as a close contact we were able to maintain a normal school schedule for the entire school year working alongside Doniphan County Health Department. The chronic absenteeism rate did increase dramatically but the new administration discovered that this large increase was partially due to the fact that even quarantined students in a Remote Learning situation were being counted as absent. This was rectified for the 2021-2022 school year and the percentage was dramatically reduced.

Learning loss was significant in Mathematics and ELA, particularly in Mathematics. On the annual accountability report for 2020-2021, the district was below the state average on assessment scores in Mathematics, ELA, and Science. We aggressively addressed this during the 2021-2022 school year by realigning our curriculum, overhauling the MTSS process, and purchasing an updated intervention curriculum. Also, additional certified staff were hired to decrease the teacher/student ratio, and 1.5 staff members were hired to work with the Reading Specialists to help with students lagging behind in ELA. Initial results show a dramatic turnaround in Mathematics scores and a noticeable increase in ELA scores with both being ahead of the state average in one years timeframe.

Additionally, ESSER funds were used to purchase and updated K-12 SEL (Cloud 9) curriculum that the K-12 staff overwhelmingly voted for. This updated curriculum is proving to be extremely effective and consistent through all grade levels and may be the most effective and valuable purchase that we have made with any of the ESSER funding.

**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)**

Coming out of the pandemic, we discovered that the biggest area of need and learning loss was concerning the overall district math scores. During the 2020-2021 school year, when we finally had a full year to evaluate and determine where our students were academically, the largest deficiency was found to be in math. The building and district leadership teams met multiple times to decide how to address this situation and we ended up taking three immediate steps:

- Overhaul of the middle and high school MTSS process
  - Purchase of a more intense mathematics intervention curriculum (2021-2022)
    - The staff decided that Numbers World looked to be the most effective intervention
  - Purchase of an updated and consistent K-12 mathematics curriculum to have all buildings and grade levels in the same curriculum consistently throughout their time in school (2021-2022)
    - staff decided to recommend purchasing the Reveal Math curriculum for grades K-12
- Initial assessment scores from last year are showing that these steps are having a noticeable impact on the district math scores. On the KSDE accountability report, the overall district percentage of students in levels 3&4 on the state assessment was 15.8% as compared to the state average of 27.89%. This past year, the overall percentage increased to 32.37% as compared to the state average of 30.86%. The overall district performance increased into these levels, in one year's time, 15.06%. We feel that is a dramatic change and turnaround in a very short time.

While our test scores have dramatically improved with these changes, there is still room for improvement, and learning loss is still something that has not been entirely caught up on yet. We need to continue revamping and improving interventions at the junior high and high school levels and increase the CTE classes offered to give our students more opportunities to gain real-world experience to better prepare them for life after high school and the workforce.

We also intend on using funds to continue improving the overall curriculum. We are now evaluating our Science and Social Science curriculum to see where updates are needed and improvements can be made.

Riverside will also continue using funds to pay for two certified staff teachers, one full-time substitute, one additional custodian, 1.5 Reading Specialists, and two full-time nurse assistants. Once this funding has been used, these positions will go away and we are hoping to gain as much advantage from having them here while we do.

The district and the stakeholders feel it is important to keep in-person learning in order to overcome any learning loss. To that end, we have contracted with an outside professional cleaning service to clean our restrooms and classrooms after students and staff have left for the day.

Evidence suggests that the current classroom and intervention curriculum positively impacts student learning and achievement. Given this evidence, USD 114 will purchase mathematics, mathematic intervention, reading intervention, and SEL curriculum through ESSER III funds to expedite the process of catching our students below grade levels in math and reading as quickly as possible. All of this while dealing, at the same time, with the emotional issues, behavior support, and intervention that they currently face through an updated and consistent K-12 curriculum for each. Research supporting the implementation of this program is as follows:

Gunn, Jennifer. "Long-Term Benefits of Social- Emotional Learning for at-Risk Students: Resilient Educator." ResilientEducator.com, Resilient Educator, 3 June 2019, <https://resilienteducator.com/classroom-resources/sel-at-risk-students/>.

"What Does the Research Say?" CASEL, Collaborative for Academic and Social Emotional Learning, 26 May 2022, <https://casel.org/fundamentals-of-sel/what-does-the-research-say/#:~:text=About%2090%25%20of%20elementary%20and,with%20lower%20reported%20well%2Dbeing.>

"What Does the Research Say?" CASEL, Collaborative for Academic and Social Emotional Learning, 26 May 2022, <https://casel.org/fundamentals-of-sel/what-does-the-research-say/#:~:text=About%2090%25%20of%20elementary%20and,with%20lower%20reported%20well%2Dbeing.>

"What Does the Research Say?" CASEL, Collaborative for Academic and Social Emotional Learning, 26 May 2022, <https://casel.org/fundamentals-of-sel/what-does-the-research-say/#:~:text=About%2090%25%20of%20elementary%20and,with%20lower%20reported%20well%2Dbeing.>

"What Does the Research Say?" CASEL, Collaborative for Academic and Social Emotional Learning, 26 May 2022, <https://casel.org/fundamentals-of-sel/what-does-the-research-say/#:~:text=About%2090%25%20of%20elementary%20and,with%20lower%20reported%20well%2Dbeing.> EARLY SKILLS AND PREDICTORS OF ACADEMIC SUCCESS." hanoverresearch.com, Nov. 2016, [portal.ct.gov/-/media/SDE/ESSA-Evidence-Guides/Early\\_Skills\\_and\\_Predictors\\_of\\_Academic\\_Success](http://portal.ct.gov/-/media/SDE/ESSA-Evidence-Guides/Early_Skills_and_Predictors_of_Academic_Success).

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

Riverside will also continue using funds to pay for two certified staff teachers, one full-time substitute, one additional custodian, 1.5 Reading Specialists, and two full-time nurse assistants.

**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 Riverside ESSER III plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative (DCEC), staff, administration, students, and community members. The focus of our planning and the reason for collaboration with all stakeholders is to ensure we have developed an encompassing plan to address the needs of our community, staff, and most importantly...students. These conversations remain ongoing and will continue to drive our decision-making throughout this process.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,119,203	\$0	\$1,119,203	ESSER III Allocations	\$223,841
Approved Total	\$1,086,153	\$0	\$1,086,153	Approved Total	\$394,781
Amount Left	\$33,050	\$0	\$33,050	Amount Still Needed	\$0
In Review Total	\$33,050	\$0	\$33,050	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
114-3-0031	Direct	False	2400	800	9	\$33,050	Task Force Review
114-3-0001	Direct	True	1000	110	15	\$211,005	Approved
114-3-0003	Direct	False	1000	115	3	\$53,360	Approved
114-3-0004	Direct	False	1000	120	12	\$64,013	Approved
114-3-0005	Direct	False	1000	120	16	\$41,000	Approved
114-3-0006	Direct	True	1000	210	12	\$18,090	Approved
114-3-0007	Direct	True	1000	210	15	\$35,840	Approved
114-3-0008	Direct	False	1000	220	15	\$17,578	Approved
114-3-0009	Direct	False	1000	220	12	\$5,038	Approved
114-3-0010	Direct	False	1000	250	15	\$2,347	Approved
114-3-0011	Direct	False	1000	250	12	\$229	Approved
114-3-0012	Direct	True	1000	300	9	\$85,208	Approved
114-3-0013	Direct	False	1000	590	9	\$11,234	Approved
114-3-0014	Direct	False	1000	730	12	\$2,801	Approved
114-3-0015	Direct	True	1000	730	9	\$28,638	Approved
114-3-0016	Direct	False	1000	800	10	\$84,604	Approved
114-3-0017	Direct	False	2400	800	9	\$10,494	Approved
114-3-0018	Direct	False	2400	800	9	\$11,600	Approved
114-3-0019	Direct	False	2600	120	3	\$80,000	Approved
114-3-0020	Direct	False	2600	210	3	\$17,920	Approved
114-3-0021	Direct	False	2600	220	3	\$6,120	Approved
114-3-0022	Direct	False	2600	250	3	\$80	Approved
114-3-0023	Direct	False	2600	210	3	\$144	Approved
114-3-0024	Direct	False	2600	610	7	\$32,632	Approved
114-3-0025	Direct	False	1000	730	9	\$92,000	Approved
114-3-0026	Direct	True	1000	730	9	\$16,000	Approved
114-3-0027	Direct	False	2710	700	13	\$105,052	Approved
114-3-0028	Direct	False	2710	700	13	\$12,908	Approved
114-3-0029	Direct	False	1000	730	9	\$12,268	Approved
114-3-0030	Direct	False	1000	110	16	\$27,950	Approved

# Line Item Details

Line Item ID: 114-3-0031

**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**

Repairs and Equipment

**Account Number**

07-2400-800-03

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

800 - DEBT SERVICE AND MISCELLANEOUS

**Allowable Use**

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

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

Purchase of additional teacher laptops. These laptops will replace the laptops of our current staff with older and dated laptops. During the last round of Remote Learning, we learned that most of the older devices were not capable of allowing these staff member(s) to continuously conduct class effectively and uninterrupted. We are hoping to avoid this from happening again by providing them with adequate equipment should the COVID-19 pandemic spike again causing the necessity for another Remote Learning scenario.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$33,050
<b>Total Expenditures</b>	\$33,050

**Status**

Task Force Review

Line Item ID: 114-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III Certified

**Account Number**

07-1000-110-03

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

The COVID-19 pandemic exposed the need for our schools to have additional staff members allowing us to increase social distancing in the classroom by lower the student/teacher ratio with two exceptionally large classes in particular. Our local assessment showed that the Kindergarten and 1st-grade classes fell the furthest behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The two additional teachers that we are paying for with these temporary funds are additional teachers for each one of those classes. The improved teacher-to-student ratio numbers allow us to more specifically attack learning loss in smaller groups and more individually address the low SES or IEP'd students that research has shown have the most difficult time returning to and maintaining grade level. During our MTSS time, these two teachers will also work with higher-risk students from multiple grade levels that are behind in Reading and Math and have the need for more intensive intervention.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$93,863
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<b>Budgeted Expenditures in SFY 2024</b>	\$117,142
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<b>Total Expenditures</b>	<u>\$211,005</u>
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**Status**

Approved

Line Item ID: 114-3-0003

**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 Non-Certifie3d

**Account Number**

07-1000-115-03

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**

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

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

The number of substitute teachers that regularly worked for our district dramatically decreased when the COVID-19 pandemic hit. Prior to the full-time substitute being hired, there were regular school days, due to quarantines, that we had to call off for individual classes because we did not have the available staffing or substitutes to come into the classroom. The students with learning disabilities or that were living in an unstable home environment were affected more by this situation than any other student group. Since hiring the full-time substitute, we have not had to send any students home due to being short-staffed or undermanned and these students have benefited the most from it. We will also use some of this set aside to pay for additional substitutes in the classroom(s) for staff that are under quarantine. A portion of this allocation will also be spent on substitute teachers that are subbing for staff that are unavailable to be in the classroom due to COVID-19-related reasons.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$26,680
<b>Budgeted Expenditures in SFY 2024</b>	\$26,680
<b>Total Expenditures</b>	<u>\$53,360</u>

**Status**

Approved

Line Item ID: 114-3-0004



**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 II Non-Certified

**Account Number**

07-1000-120-03

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Due to the COVID-19 pandemic, we were concerned with the learning loss in our students (particularly younger students), especially in Math and Reading. We did not need a new curriculum like we did in Math but saw the need through our data that we needed to hire additional staff members. We were able to hire certified Reading Specialists to address learning loss with all of our students. These employees also spend additional time either one-on-one or in a small group setting working on reading with the groups of At-Risk and Students with Disabilities students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$28,589
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<b>Budgeted Expenditures in SFY 2024</b>	\$35,424
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<b>Total Expenditures</b>	\$64,013
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**Status**

Approved

Line Item ID: 114-3-0005

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Instruction

**Account Number**

07-1000-120-03

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Premium Pay for Non-Certified Staff. \$1000 per staff member for forty-one staff members.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$41,000
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<b>Total Expenditures</b>	\$41,000
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**Status**

Approved

Line Item ID: 114-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Instruction

**Account Number**

07-1000-210-03

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Fringe Package for Reading Para-Professionals

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,045**Budgeted Expenditures in SFY 2024** \$9,045**Total Expenditures** \$18,090**Status**

Approved

Line Item ID: 114-3-0007

**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**

Insurance

**Account Number**

07-1000-210-03

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Additional Teacher Fringe Benefits

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$17,920**Budgeted Expenditures in SFY 2024** \$17,920**Total Expenditures** \$35,840**Status**

Approved

Line Item ID: 114-3-0008

**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**

Employer Share of FICA

**Account Number**

07-1000-220-03

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Additional Teachers Social Security Contribution

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,617
<b>Budgeted Expenditures in SFY 2024</b>	\$8,961
<b>Total Expenditures</b>	<u>\$17,578</u>

**Status**

Approved

Line Item ID: 114-3-0009

**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**

Employer Share of FICA for Non-Certified

**Account Number**

07-1000-220-03

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

FICA for non-certified

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,519
<b>Budgeted Expenditures in SFY 2024</b>	\$2,519
<b>Total Expenditures</b>	<u>\$5,038</u>

**Status**

Approved

Line Item ID: 114-3-0010

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Unemployment

**Account Number**

07-1000-250-03

**Function Code**

1000 - Instruction

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Additional Teachers Unemployment Contribution

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,162
<b>Budgeted Expenditures in SFY 2024</b>	\$1,185
<b>Total Expenditures</b>	<u>\$2,347</u>

**Status**

Approved

Line Item ID: 114-3-0011

**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**

Unemployment

**Account Number**

07-1000-250-03

**Function Code**

1000 - Instruction

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Non-certified unemployment contributions by employer

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$112
<b>Budgeted Expenditures in SFY 2024</b>	\$117
<b>Total Expenditures</b>	<u>\$229</u>

**Status**

Approved

Line Item ID: 114-3-0012

**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**

Purchased Instruction

**Account Number**

07-1000-300-03

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**9 - Purchasing educational technology  
(including hardware, software, and  
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

All of this software was purchased initially to use in lessons in the Remote Learning setting. We had so much success with some of these programs that we are continuing their use due to their effectiveness with At-Risk students and students that are behind grade level. \$5931 is spent annually on Reflex software. Reflex is a math intervention website that is used in our Middle School for students that are struggling in the classroom, At-Risk students, and Students with Disabilities. \$978 was spent with IntraData software which allows our students to read and create book reports online, which the teacher has access to. \$3410 was spent on Soday Reading System which is the main online reading strategy and intervention system used at all grade levels. Soday is particularly used with struggling readers, At-Risk students, and Students with Disabilities. \$10,600 was spent on IXL Learning which is another in-class progress monitoring system used by classroom teachers. \$3515 was spent on BrainPop software which is an interactive Science Classroom software for students in a Remote Learning environment and also in the classroom. \$15,750 was spent on Lexia for Remote and Classroom learning in Reading for all of our students including At-Risk, Title, and Students with Disabilities. Since each of these has been so effective with student learning, all of them will be annual subscriptions moving forward. The cost breakdown for each software is in the description.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$42,391
<b>Budgeted Expenditures in SFY 2024</b>	\$42,817
<b>Total Expenditures</b>	\$85,208

**Status**

Approved

Line Item ID: 114-3-0013

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Other Purchased

**Account Number**

07-1000-590-03

**Function Code**

1000 - Instruction

**Object Code**590 - Inter-educational, Interagency  
Purchased Services**Allowable Use**9 - Purchasing educational technology  
(including hardware, software, and  
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Local academic and SEL testing to determine learning loss due to COVID-19 and to measure academic gains. This purchase was for Fast Bridge assessment and SEL. These are the assessments we use and administer locally to track academic progress and social-emotional health.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,617
<b>Budgeted Expenditures in SFY 2024</b>	\$5,617
<b>Total Expenditures</b>	<u>\$11,234</u>

**Status**

Approved

Line Item ID: 114-3-0014

**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**

Curriculum

**Account Number**

07-1000-730-03

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

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

Due to the COVID-19 pandemic, it was decided to add a mandatory, stand-alone Health Class into the curriculum. We did not have an adequate curriculum for this to happen which required the purchase of a new updated one. We felt that since COVID-19 had created a worldwide health pandemic, increasing the education and awareness of our students by creating a Health class would go towards locally helping to prevent the cause and spread of the virus, through a current and updated curriculum.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,801
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,801</u>

**Status**

Approved

Line Item ID: 114-3-0015

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Instructional

**Account Number**

07-1000-730-03

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**Allowable Use**

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

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

The COVID-19 pandemic exposed the fact that all of our student devices used in school could not perform adequately in a Remote Learning or online learning environment. These were purchased so that all students had an equal and adequate learning platform from which to learn in those virtual learning situations. This would be for the purchase of twenty devices per year for a total of forty over a two-year span. The price per unit is right at \$700 apiece.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,319
<b>Budgeted Expenditures in SFY 2024</b>	\$14,319
<b>Total Expenditures</b>	<u>\$28,638</u>

**Status**

Approved

Line Item ID: 114-3-0016

**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**

SEL Curriculum

**Account Number**

07-1000-730-03

**Function Code**

1000 - Instruction

**Object Code**800 - DEBT SERVICE AND  
MISCELLANEOUS**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the Covid 19-pandemic, the district is in need of an updated, cloud-based SEL curriculum to help provide SEL education and support for all of our students but particularly the high percentage of low SES students in the district. The administration, the district counselors, and social workers overwhelmingly agreed that this curriculum was the best and most effective that they looked at for SEL learning and intervention. We have gone through this program with Kent Reed at KSDE and he is taking this curriculum through the process of approval at the appropriate levels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$84,604
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$84,604</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Additionally, ESSER funds were used to purchase and updated K-12 SEL (Cloud 9) curriculum that the K-12 staff overwhelmingly voted for. This updated curriculum is proving to be extremely effective and consistent through all grade levels and may be the most effective and valuable purchase that we have made with any of the ESSER funding."

Line Item ID: 114-3-0017



**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**

Repairs and Equipment

**Account Number**

07-2400-800-03

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

800 - DEBT SERVICE AND MISCELLANEOUS

**Allowable Use**

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

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

Purchase of approximately 13 teacher laptops. These laptops will replace the laptops of 13 of our current staff with older and dated laptops. During the last round of Remote Learning, we learned that most of the older devices were not capable of allowing these staff member(s) to continuously conduct class effectively and uninterrupted. We are hoping to avoid this from happening again by providing them with adequate equipment should the COVID-19 pandemic spike again causing the necessity for another Remote Learning scenario.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,247
<b>Budgeted Expenditures in SFY 2024</b>	\$5,247
<b>Total Expenditures</b>	<u>\$10,494</u>

**Status**

Approved

Line Item ID: 114-3-0018

**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**

Other Expenditures

**Account Number**

07-1000-700-03

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

800 - DEBT SERVICE AND MISCELLANEOUS

**Allowable Use**

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

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

Due to the COVID-19 pandemic, the district has the need to constantly and instantly communicate COVID-19 related issues or concerns with as wide of a group as all patrons down to the parents of a specific class or organization. The Apptegy platform allows this to happen.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,800
<b>Budgeted Expenditures in SFY 2024</b>	\$5,800
<b>Total Expenditures</b>	<u>\$11,600</u>

**Status**

Approved

Line Item ID: 114-3-0019

**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 Non-Certified

**Account Number**

07-2600-120-03

**Function Code**

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

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Additional Custodian and Additional Overtime

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$40,000**Budgeted Expenditures in SFY 2024** \$40,000**Total Expenditures** \$80,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Riverside will also continue using funds to pay for two certified staff teachers, one full-time substitute, one additional custodian, 1.5 Reading Specialists, and two full-time nurse assistants."

Line Item ID: 114-3-0020

**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**

Insurance

**Account Number**

07-2600-210-03

**Function Code**

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

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Health Insurance for Custodian

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,960**Budgeted Expenditures in SFY 2024** \$8,960**Total Expenditures** \$17,920**Status**

Approved

Line Item ID: 114-3-0021

**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**

Employer Share of FICA

**Account Number**

07-2600-220-03

**Function Code**

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

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Social Security for Additional Custodian

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,060
<b>Budgeted Expenditures in SFY 2024</b>	\$3,060
<b>Total Expenditures</b>	\$6,120

**Status**

Approved

Line Item ID: 114-3-0022

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Unemployment

**Account Number**

07-2600-250-03

**Function Code**

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

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Unemployment for Additional Custodian

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

**Status**

Approved

Line Item ID: 114-3-0023

**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**

Other

**Account Number**

07-2600-210-03

**Function Code**

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

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Additional Fringe Benefits for Custodian

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$72
<b>Budgeted Expenditures in SFY 2024</b>	\$72
<b>Total Expenditures</b>	<u>\$144</u>

**Status**

Approved

Line Item ID: 114-3-0024

**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**

Supplies

**Account Number**

07-2600-610-03

**Function Code**

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

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

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

\$4057 was spent with DWC Laundry LLC on custodial, cleaning, and disinfecting supplies. \$13,901 was spent with Clayton Paper and Distribution on paper, custodial supplies, cleaners, towels, and hand soap. \$14,674 was spent with Hillyard Inc., on maintenance and custodial supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$16,316
<b>Budgeted Expenditures in SFY 2024</b>	\$16,316
<b>Total Expenditures</b>	<u>\$32,632</u>

**Status**

Approved

Line Item ID: 114-3-0025

**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**

Curriculum

**Account Number**

07-1000-730-03

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**Allowable Use**

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

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

During the Remote Learning period resulting from COVID-19, the district math scores dropped below state averages (as measured by the KSDE Accountability Report). Upon evaluation, it was determined that the math curriculum was outdated, not sequential, and being taught inconsistently through the grade levels. The most apparent shortfall was the lack of an online curriculum and what we did have was not as effective as we would have hoped. The K-12 staff came together and all decided that the purchase of a K-12 math curriculum addressing each of these concerns was one of the most important steps we could take. Collectively, the staff agrees to the purchase of the Reveal math curriculum in addition to a new math intervention curriculum. Assessment scores show a definite and dramatic effect, even in that short of a time period. By the same measure, overall district math scores improved levels by more than 15%. Free & Reduced students improved 8.69%. Students with Disabilities improved by an incredible 23.45%. Since the Remote Learning environment was the period that our student scores dropped dramatically, we wanted to choose a curriculum that had a strong online presence and component that was user-friendly for the teachers. Additionally, we wanted a curriculum with a strong intervention component that worked cohesively with the intervention piece that we had already purchased. We found that this curriculum was a great fit in all the areas that we needed it to be. This allows us to have a strong, updated, current, and consistent curriculum that will provide our struggling students with a stronger foundation on which to build their math knowledge.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$92,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$92,000</u>

**Status**

Approved

Line Item ID: 114-3-0026

**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**

Curriculum

**Account Number**

07-1000-730-03

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**Allowable Use**

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

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

During the Remote Learning period resulting from COVID-19, the district math scores dropped below state averages (as measured by the KSDE Accountability Report). Upon evaluation, it was determined that the math curriculum was outdated, not sequential, and being taught inconsistently through the grade levels. At the time, Riverside was also in need of an updated math intervention curriculum for At-Risk, Title, Students with Disabilities students behind academically, that had an online component for the Remote Learning situation. The K-12 staff came together and all decided that the purchase of a K-12 math intervention curriculum addressing each of these concerns was one of the most important steps we could take. Collectively, the staff agrees to the purchase of the Numbers World math intervention curriculum in addition to a new math curriculum. Assessment scores show a definite and dramatic effect, even in that short of a time period. By the same measure, overall district math scores improved levels by more than 15%. Free & Reduced students improved 8.69%. Students with Disabilities improved by an incredible 23.45%.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$16,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Purchase of a more intense mathematics intervention curriculum (2021-2022)  
- The staff decided that Numbers World looked to be the most effective intervention"

Line Item ID: 114-3-0027

**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**

Additional Bus

**Account Number**

07-2710-700-03

**Function Code**

2710 - Vehicle Operation

**Object Code**

700 - PROPERTY

**Allowable Use**

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

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

This was a purchase of an additional route bus to allow social distancing required by COVID-19 to ensure the health and safety of our students and families. 2023 Thomas 71-passenger bus. In 2019-2020 Riverside had five bus routes before and after school. Two drivers with underlying health conditions quit due to COVID-19 and we were unable to hire anyone to replace them. Consequently, the number of routes was condensed and reduced from five to three for the 2020-2021 school year. This created a significant problem with close contact and disease spread due to the buses on the existing three routes being extremely crowded. We were able to hire another driver toward the end of the school year and she was able to obtain her CDL over the summer. We decided that the addition of another route was imperative to reduce the amount of time students spent on the bus being exposed and reduce the chance of being in close contact with someone that was infected. To say that we had a large amount of quarantines from the route buses due to close contact tracing would be an understatement. The remaining route buses that we had were a 2000 and a 2001 model with high mileage and in constant need of repair. So, we as a district decided to replace these to buses that were over 20-years old with one more modern and safe bus allowing us to further spread our student body out before and after school reducing their exposure to COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$105,052
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$105,052</u>

**Status**

Approved

Line Item ID: 114-3-0028

**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**

Bus Cameras

**Account Number**

07-2710-700-03

**Function Code**

2710 - Vehicle Operation

**Object Code**

700 - PROPERTY

**Allowable Use**

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

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

The COVID-19 pandemic made clear the necessity of accurate and timely contact tracing to mitigate the spread of the disease. None of the buses owned by USD 114 - Riverside have a functioning camera system on them that would allow this to happen. This purchase would allow us to accurately and quickly contact trace and quarantine allowing the maximum number of students to stay in the classroom as possible.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,908
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,908</u>

**Status**

Approved

Line Item ID: 114-3-0029

**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**

Instructional

**Account Number**

07-1000-730-03

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**Allowable Use**

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

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

Protective Cases for Student Chromebooks. Each case was approximately \$45.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,134
<b>Budgeted Expenditures in SFY 2024</b>	\$6,134
<b>Total Expenditures</b>	<u>\$12,268</u>

**Status**

Approved

Line Item ID: 114-3-0030



**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**

Instruction

**Account Number**

07-1000-110-03

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

This was previously approved (Line Item #114-3-0001. Premim Pay of \$450 per teacher for fifty-one teachers and \$2500 for the two building administrators. This line item is not marked for the 20% Learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$22,950
<b>Total Expenditures</b>	<u>\$27,950</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0204

Status  
Approved

## KSDE Application Comments

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Bonner Springs	2200 S 138th Street, Bonner Springs, KS 660120435	P O Box 435, Bonner Springs, KS 660120435
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Daniel Brungardt	brungardtd@usd204.net	(913) 422-5600

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Rick Moulin	Assistant Superintendent	moulinr@usd204.net	(913) 961-2554
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
brungardtd@usd204.net		brungardtd@usd204.net	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
bargerr@usd204.net		bargerr@usd204.net	

## Plan for Safe Return

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

## Use of Funds for CDC Guidance

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

USD 204 is in a unique situation regarding the COVID pandemic. During the 2020-2021 school year, the Wyandotte County Health Department was given local control by the Unified Government to make decisions regarding in-person learning. As a result, our students in elementary school were only allowed to attend school every other day, with the opposite day being remote learning. Middle and High School students were not allowed to switch classes, and with the social distancing mandate, also only attended every other day. Essentially, our middle school students sat in the same room and their individual teachers zoomed in at specific times to deliver instruction. For our high school students, this was not an option because of the different levels of classes. High school students were on site for general support, but all classes were taught through zoom. USD 204 did not get back to the "normal" routine of school until the fourth quarter. As we elicited feedback from our different groups, the overlying theme was that students needed to be in school, full-time, and in-person.

The District will continue to work with our local health department to ensure we are safely operating our schools for in-person learning.

- Masks will continue to be distributed and provided throughout the year to all district staff and students.
- Everyone should continue to socially distance, utilize good hand hygiene, and stay home if you are ill.
- Our staff and custodial staff regularly disinfect surfaces within the building.
- USD 204 through a state KHDE grant are testing students and staff on site with the goal identifying individuals with COVID and testing to keep students in school.

## Stakeholder Engagement

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

### Students

USD 204 engaged students to develop the ESSER plan. USD 204 has engaged in meaningful consultation with students through meetings with student leadership organizations, individual students meetings, and students surveys. District administration created a survey for students to gather input on the ramifications of COVID and ways the school district could support students. Out of these meetings and surveys, the district learned that the number one need of our students was being face to face with their teacher. We also learned that many of our students did not have adequate internet access at home for remote learning. The students also emphasized the importance of social interaction at school and being away made many feel isolated and alone. Other areas that students indicated as areas of need were structure, time management, and mental health and anxiety support. The district also utilized data to help make decisions. USD 204 had more students fail classes than ever before and attendance was at an all-time low. In addition, the district worked closely with the local health department to ensure safety protocols were in place. Throughout the 2020-2021 school year, staff modified curriculum based on student performance to fill in learning loss gaps. Staff and administration also worked with students with the goal of making learning both engaging and motivating. Based on survey results, a great deal of time was also spent on social and emotional learning. This school year, the effort continues with adding integrative curriculum projects.

### Families

USD 204 has engaged in meaningful consultation with parents, We have met with and surveyed parents (including parents of students with an Individual Evaluation Plan & students that are English Language Learners). The biggest concern amongst all families was keeping school open and not remote. Parents also expressed concern about remote learning and children falling behind academically. In addition, motivation was a factor for many students and parents were looking for resources and ideas to keep kids engaged. USD 204 also engaged parents with home visits, through zoom, and other electronic communication. During the 2020-21 school year, due to restrictions put on from the local health department, parents were very vocal about the importance of a strong summer school program. Based on feedback from parents, transportation was provided for students, which had never occurred prior to the pandemic. Each school building in the district hosted their own summer school program, tailored to their student needs. Summer school included both core activities along with electives/specials. Parent feedback indicated that children in the district were struggling academically, but also needed incentives/connections outside of the core areas.

This communication continues with parent on site communication events, surveys, and individual parent meetings. Each building principal is renewing a site council, with the goal of gathering input on COVID related issues and ways to best meet the needs of students in the district. Finally, the district worked with the local health department to provide a vaccination fair for families and students and will continue this effort as long as parent interest occurs.

### School and District Administrators including Special Education Administration

School district administration meets with building principals and sped directors weekly with the goal of ensuring safety and the appropriate resources needed to teach in a hybrid model. This format continues as district administration is visiting schools on a consistent basis, meeting with building administrators, sped directors, and sped teachers to gauge needs and concerns. The district adopted a new IEP software program with the goal of creating a better understanding of students needs and appropriate accommodations. The new program allows parents and teachers more access to the IEP on a regular basis and serves as a communication and progress monitoring tool. Through meetings and surveys with our special education administration and teachers, the district learned that students on IEP's struggled with online learning, and in many cases gave up. Principals, along with the SPED Director and SPED Teachers, created goals for engaging kids in school and revisited IEP goals. Training was provided for all sped teachers and paraprofessionals in the district on engagement strategies. The district purchased AIMS Pathway, a resource to help with struggling readers.

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

USD 204 has engaged in meaningful consultation with staff members through building leadership team meetings, district leadership team meetings and surveys specific to learning loss and ways the district could best serve our students. The overlying theme from staff was the concern for safety in regards to the pandemic. Other concerns were lack of substitute teachers and ways to cover classes when substitute teachers were unavailable. Teachers were also concerned about the curriculum and pacing guides and the learning gap that occurred from being remote from a majority of the 2020-2021 school year. Staff also emphasized the importance of building relationships with students, and concerns for the social and emotional needs of our students and staff. Finally, teachers and support staff reported an uptick in student discipline issues as a result of students not being engaged in in-person learning for a majority of the 2020-2021 school year. USD 204 district administration also met with the BSKNEA on multiple occasions to gather feedback about the challenges of the pandemic and ways to address learning loss and improve staff morale.

School district administration meets with building principals weekly with the goal of ensuring safety and the appropriate resources needed to teach in a hybrid model. This format continues as district administration is visiting schools on a consistent basis, meeting with building administrators, school nurses, and teachers to gauge needs and concerns. Each building also surveys staff on specific items, including environmental, instructional, safety, and social and emotional needs. Through working with teachers, USD offers an EAP (Employee Assistance Program), provides professional development specific to social and emotional growth, and positive mental health strategies. Based on feedback from teachers, USD 204 provided a motivational speaker to kick off the 2021 school year. USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a retention stipend. The goal of the stipend is to entice employees to continue working for the district. Also through this process, it was also determined that the substitute teacher pay needed to be increased. There is a substitute teacher shortage and many of USD 204 vacancies were not being filled on a consistent basis, causing additional stress on staff who were substituting during planning periods.

### **Tribes**

USD 204 does not have an active native American organization within our boundaries. There are 14 students who identify as Native American. USD 204 staff has reached out to a representation of these parents to elicit feedback on challenges associated with pandemic. The parent groups main concern was that school stayed open and in-person. According to the parent group, remote learning was ineffective and posed many challenges in regard to motivation and structure. Finally, there was a financial concern as parents indicated losing and/or changing jobs.

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

USD 204 has a long history of working with the local NAACP, which includes student programs, the use of school facilities, and a partnership on community celebrations. While it was difficult to work with community organizations due to the local health restrictions during the 2020-2021 school year, USD 204 is making a concerted effort to strengthen connections during the 2021-2022 school year. USD 204 staff attended a local NAACP meeting and provided information on strategies being implemented to address student learning loss and emotional distress as a result of the pandemic. Members of the group emphasized the importance of keeping school open full time. In addition, the group suggested we look at opportunities for students to get more engaged with school through tutoring and/or summer school programs. The group also discussed the importance of promoting the opportunities all students have in the district through the CTE and dual enrollment programs. USD has a strong partnership with Special Olympics and provides facilities, coaches, and peer models for Unified Sports. Prior to COVID, Bonner Springs High School and Robert E. Clark Middle School was recognized as an ESPN Special Olympics Unified Champions School. During the 2021-22 school year, USD 204 is offering Unified Bowling for the first time.

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

USD 204 met with elected officials and other community groups about the challenges of the pandemic and gave them the opportunity to provide feedback on ways to help students become more successful. USD 204 also advocated for in-person learning to all stakeholders throughout the community. This has occurred through community meetings, presentations at the Chamber of Commerce, Rotary, individual conversations with the mayors of Bonner Springs and Edwardsville, Unified Government, and the Health Department. USD 204 also expanded on our relationship with PACES (Mental Health Resources for families in Wyandotte County). We have conferred with PACES on strategies to re-engage students in school, address learning loss, and meet the social and emotional needs of students. We've worked with PACES on resources for homeless families, children in foster care, and general support for all students suffering trauma. As a result, much of our professional development for teachers revolves around much of what we've learned through this partnership. USD 204, as part of the ESSER II grant, hired three social workers in partnering with PACES, our local mental health organization. These social workers are tasked with home visits for students who are struggling and facilitating families to connect with outside agencies for support and services. Additionally, USD 204 has a strong working partnership with Vaughn-Trent, a local social organization that is only set-up to work within the boundaries of the school district. This organization helps the district identify homeless students and underserved students. The USD 204 team has attended Vaughn Trent meetings and functions and has elicited feedback on the impact of learning loss due to COVID.

Each building in the district has a SIT team, which works to identify students and families who are struggling to engage in school. In addition, students in each of the districts buildings participate in a community service project to serve underserved families in the Bonner Springs/Edwardsville communities. The district partners with a local organization, Feed His Lambs, to provide weekly meals for families in need.

During the 2020-2021 school year, the Wyandotte County District Attorney notified the school district that they would not monitor attendance due to restrictions put upon schools by the county health department (Remote). This year, USD 204 has worked with the Wyandotte County District Attorney's office on ways to address truancy, strategies and steps for school administrators to take to encourage attendance, and steps to follow when those strategies don't work.

USD has a strong partnership with Special Olympics and provides facilities, coaches, and peer models for Unified Sports. Prior to COVID, Bonner Springs High School and Robert E. Clark Middle School was recognized as an ESPN Special Olympics Unified Champions School. During the 2021-22 school year, USD 204 is offering Unified Bowling for the first time.

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

USD 204 met with elected officials and other community groups about the challenges of the pandemic and gave them the opportunity to provide feedback on ways to help students become more successful. USD 204 also advocated for in-person learning to all stakeholders throughout the community. District administration meets with community organizations, providing information about the current status of schools and seeking input on ways to positively engage the community with the district. This has occurred through community meetings, presentations at the Chamber of Commerce, Rotary, individual conversations with the mayors of Bonner Springs and Edwardsville, Unified Government, and the Health Department. USD 204 also expanded on our relationship with PACES (Mental Health Resources for families in Wyandotte County). USD 204 also sends a community newsletter. The newsletter provides information about the district, events going on with the community, and opportunities for community input for school engagement.

USD 204 school board provides an open forum at the beginning of each BOE meeting to allow the public to address any school related issues. The district put together a COVID task force to address specific concerns regarding education and student/staff safety. This committee provides the BOE with recommendations for school protocol as the district navigates through the pandemic.

District administration meets bi-weekly with 46 other agencies within the county, which include public, health, and non-profit groups to assess and make recommendations on community needs. Through these meetings, the school district receives the most up-to-date information on health concerns, rental vacancies, homeless rates, and challenges within the community.

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

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

During the past year, Wyandotte County schools have been placed in a unique and more restrictive situation than other schools in the state. While other school districts chose to bring students back to the classroom in person at the beginning of the school year, Wyandotte County Mandatory Health officers dictated every aspect of daily school functions. While 70% of the district's students were attending in person 2 days per week, the majority of their learning time was spent remotely from home. As parents struggled with supervision of their children and assuming the role of teacher's assistant, many parents did not have the ability to provide any supervision or assistance for their children. Some students were disengaged from the learning process and have been for a year, others students attempted to engage, but without the support of a teacher in a classroom, were not successful. A recent analysis of students failing in our high school showed an increase of 6 times more students than last school year at this time. These are students who will soon be in the workplace or attending post-secondary education and we are faced with having a very short amount of time to intervene and help these students attain the skills they need to be successful. Providing individualized instruction becomes essential especially for our special education students, who have a wide range of challenges to overcome, have not experienced success due to their need for in person assistance to complete tasks.

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

The District will offer an expanded summer learning program in the Summer of 2022. The District will also continue to expand the classroom support with intervention teachers as needed. This intervention model was implemented with ESSER II funds. The District will also hire additional staff at the K-12 level as needed to support smaller class sizes. These staff members will work with students using small group intensive instruction and monitor student progress often, adjusting as needed to ensure that appropriate learning growth occurs.

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

Funds not used specifically for learning loss and safety will be used to:

- coordinate preparedness and response efforts with State, and local public health departments to prevent, prepare for, and respond to COVID-19;
  - purchasing supplies to sanitize and clean the LEA's facilities;
  - employ additional custodians to clean and sanitize our buildings
  - repair and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
  - purchase educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;
  - conduct other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff
- USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a retention stipend. The goal of the stipend is to entice employees to continue working for the district.
- Through meeting with focus groups, it was determined that the substitute teacher pay needed to be increased. There is a substitute teacher shortage and many of USD 204 vacancies were not being filled on a consistent basis, causing additional stress on staff who were substituting during planning periods.
- Add additional nursing staff to assist with keeping students and staff safe. The additional nurse will assist with testing, which will improve opportunities for students to not be quarantined during close contact situations.

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

USD 204 will add a School Improvement (Learning Loss) specialist and instructional coaches at each of the five buildings in the district for the 2022-2023 school year. This position will allow for focused emphasis on student achievement, learning loss, and assist with the alignment and analysis of the school improvement process in regards to building and district achievement/performance. In addition, these individuals will work together to ensure all sub groups, including low income families, students of color, English learners, students with disabilities, and all other at-risk students are achieving at the highest level. This will be accomplished by analyzing assessment data and working closely with principals and classroom teachers to help model and implement effective strategies. Here are the goals of these positions:

- Work closely with building principals to support teachers in curriculum and instruction to enhance student achievement and learning loss.
- Plan and coordinate school intervention, remediation, and tutorial programs/classes.
- Review and track attendance and academic progress of students being served in remediation, intervention and tutorial programs to determine progress and the need for adjustments.
- Assist with data collection and data record keeping associated with the Plan for Continuous Improvement (as appropriate).
- Analyze assessment data as it relates to the school, to individual student achievement, and to the improvement of instruction;
- Serve as a member of the school's Plan for Continuous Improvement Leadership Team;
- Serve as a liaison between the school administration and central office administration and the school administration and teachers, students and parents for areas identified as assigned responsibilities and essential functions.
- Coordinate alignment of K-12 Math and STEM Curriculum

In addition, USD 204 will purchase a curriculum management system to align and track KSDE standards and performance data. Finally, the Curriculum leaders in the district will:

- Continue to work with principals and teachers to identify gaps in the content standards.
- Identified standards will be incorporated into the grade level or course curriculum standards that most closely match those that were not taught previously
- Tutors will be used for Reading and Math support in each elementary school
- Continue to utilize district and state level assessment data to identify and address student learning gaps.
- Surveys regarding the learning environment needs in our district have been utilized to gather information and facilitate decision making.
- District will continue to use Google Classroom as it's online learning platform for classroom instruction.
- Funds will be used to ensure device availability and connectivity for all students
- Funds will be used for chromebook repairs and replacements
- Partnership with PACES for additional services mental services for families and students will remain intact.
- USD 204 will provide funding for students taking concurrent college classes with the goal of building an academic foundation for post-secondary success.
- College and Career advocates will be utilized to support students in high school to help them determine essential skills and classes needed for post- secondary success
- The district will continue to employ social workers K-12 to help students and families connect with school and find avenues for student success
- Academic Focus Classes will be used to support students in our middle school and high school.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$3,882,112	\$0	\$3,882,112	ESSER III Allocations	\$776,423
Approved Total	\$3,773,625	\$0	\$3,773,625	Approved Total	\$1,887,912
Amount Left	\$108,487	\$0	\$108,487	Amount Still Needed	\$0
In Review Total	\$108,487	\$0	\$108,487	In Review Total	\$108,487
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
204-3-0025	Direct	True	1000	444	12	\$79,398	Task Force Review
204-3-0026	Direct	True	1000	444	12	\$7,187	Task Force Review
204-3-0027	Direct	True	1000	444	12	\$21,902	Task Force Review
204-3-0001	Direct	False	1000	111	16	\$400,000	Approved
204-3-0002	Direct	False	1000	111	5	\$35,780	Approved
204-3-0003	Direct	False	2134	121	2	\$65,000	Approved
204-3-0004	Direct	True	1000	121	16	\$55,000	Approved
204-3-0005	Direct	True	2212	653	12	\$62,678	Approved
204-3-0006	Direct	True	2212	110	12	\$194,865	Approved
204-3-0007	Direct	True	1000	111	11A	\$273,000	Approved
204-3-0008	Direct	False	1000	569	12	\$142,128	Approved
204-3-0009	Direct	False	1000	110	16	\$550,000	Approved
204-3-0010	Direct	False	2000	100	16	\$202,000	Approved
204-3-0011	Direct	False	3100	100	16	\$50,000	Approved
204-3-0012	Direct	True	1000	619	11A	\$11,502	Approved
204-3-0013	Direct	False	2130	100	10	\$93,000	Approved
204-3-0014	Direct	False	2134	100	16	\$164,253	Approved
204-3-0015	Direct	True	1000	653	12	\$120,000	Approved
204-3-0016	Direct	True	1000	150	11B	\$200,000	Approved
204-3-0017	Direct	True	2210	110	12	\$760,000	Approved
204-3-0018	Direct	False	1000	150	12	\$27,648	Approved
204-3-0019	Direct	False	1000	150	12	\$31,104	Approved
204-3-0020	Direct	False	1000	151	12	\$12,600	Approved
204-3-0021	Direct	True	1000	641	12	\$79,200	Approved
204-3-0022	Direct	True	1000	650	12	\$11,667	Approved
204-3-0023	Direct	False	2410	300	16	\$112,200	Approved
204-3-0024	Direct	True	1000	121	16	\$120,000	Approved

## Line Item Details



**Allocation Type**

Direct Allocation

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

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

**Account Name**

i Ready online assessment and instruction

**Account Number**

07E1000444

**Function Code**

1000 - Instruction

**Object Code**

444 - Software Services

**Allowable Use**

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

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

After reviewing state assessments results, our instructional coaches reviewed and researched assessment programs to help address learning loss. The district is currently using three different assessment programs for interventions. After reviewing various programs and getting input from classroom teachers, the district is going to use i Ready to help teachers provide students a path to proficiency and growth in reading and mathematics. The middle school is already using i Ready. The district will be adding this program to the elementary schools and high school. i Ready will be used by all students for benchmark assessments. Based on those results, teachers will use the data to determine tier 2 and tier 3 interventions. The program will provide individual learning opportunities based on student data and need. This program will impact all students in our district (approximately 2400) and the cost is \$144,000 in which \$79,398 would be paid out of ESSER.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$79,398
<b>Total Expenditures</b>	\$79,398

**Status**

Task Force Review

**Line Item Comment from KSDE**

New:

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Unique Learning

**Account Number**

07E1000444

**Function Code**

1000 - Instruction

**Object Code**

444 - Software Services

**Allowable Use**

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

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

Unique Learning is used for tier instruction for all grade levels in ELA, Math, Social Studies, and Science. This will be used in Tier 3 instruction for our most struggling learners to provide learning materials on student individual levels. This will impact approximately 200 students in the district and the cost is \$7,187.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$7,187
<b>Total Expenditures</b>	<u>\$7,187</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 204-3-0027

**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**

Learning A-Z

**Account Number**

07E10000444

**Function Code**

1000 - Instruction

**Object Code**

444 - Software Services

**Allowable Use**

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

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

Learning A-Z is a online program that address learning loss in Reading, Science, Social Studies, and English Language learners. This program will be used for ELL learners and students in Tier 2 and Tier 3 instruction. Learning A-Z will impact approximately 1400 students in grades K -12.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$21,902
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<b>Total Expenditures</b>	\$21,902
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New:

Line Item ID: 204-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Instructional Salary

**Account Number**

46-1000-11

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

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

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

USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a retention stipend. The goal of the stipend is to entice employees to continue working for the district.

<b>Budgeted Expenditures in SFY 2021</b>	\$400,000
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$400,000
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**Status**

Approved

Line Item ID: 204-3-0002

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Instructional Salary

**Account Number**

46-1000-11

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

5 - Procedures and systems to improve LEA preparedness and response efforts.

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

-Through meeting with focus groups, it was determined that the substitute teacher pay needed to be increased. There is a substitute teacher shortage and many of USD 204 vacancies were not being filled on a consistent basis, causing additional stress on staff who were substituting during planning periods.

<b>Budgeted Expenditures in SFY 2021</b>	\$35,780
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$35,780
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**Status**

Approved

Line Item ID: 204-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Nurse Salary

**Account Number**

46-2134-121

**Function Code**

2134 - Nursing Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

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

Add additional nursing staff to assist with keeping students and staff safe. The additional nurse will assist with testing, which will improve opportunities for students to not be quarantined during close contact situations.

<b>Budgeted Expenditures in SFY 2021</b>	\$65,000
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$65,000</u>
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**Status**

Approved

Line Item ID: 204-3-0004

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Instructional Salary

**Account Number**

46-1000-11

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

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

College and Career advocates will be utilized to support students in high school to help them determine essential skills and classes needed for post- secondary success

<b>Budgeted Expenditures in SFY 2021</b>	\$55,000
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$55,000</u>
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**Status**

Approved

Line Item ID: 204-3-0005

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III Curriculum Management

**Account Number**

482212653000

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

653 - Software

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

Curriculum management system to align and track KSDE standards and performance data. During the pandemic, the Unified Government did not allow students to return to full, in person learning until the fourth quarter of the 2020-2021 school year. This disruption in the learning process created an immediate need to address curriculum, pacing guides and data analysis to determine deficiencies. This software program will afford us the opportunity to address these areas, ensuring we are meeting the needs of all students and providing a guaranteed and viable curriculum.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$62,678
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$62,678</u>

**Status**

Approved

Line Item ID: 204-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

School Improvement Specialist Salary

**Account Number**

07 2213 110 912

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

110 - Regular Certified Salaries

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

For the 2022-2023 school year, USD 204 will hire a School Improvement Specialist with the goal of addressing learning loss, achievement gaps, providing support for principals and teachers in the area of curriculum and instruction, and tiered support. This team will analyze student performance data, resources, and best practice instructional strategies throughout the district. This will ensure vertical curriculum alignment throughout the district. In addition, our School Improvement Specialist will provide professional development for teachers, model effective instructional strategies, and provide support on effective use of resources to meet the needs of all students. This position will allow for focused emphasis on student achievement, learning loss in relation to the pandemic, and assist with the alignment and analysis of the school improvement process in regards to building and district achievement/performance. In addition, this individual will work to ensure all sub groups, including low income families, students of color, English learners, students with disabilities, and all other at-risk students are achieving at the highest level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$96,865
<b>Budgeted Expenditures in SFY 2024</b>	\$98,000
<b>Total Expenditures</b>	<u>\$194,865</u>

**Status**

Approved

Line Item ID: 204-3-0007

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Instructional Salaries Summer School

**Account Number**

48-1000-111

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

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

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

The pandemic has been a struggle for most students. The past two summers, we've had an increase in summer school participation because of the learning loss that occurred during the pandemic. ESSER III funds will allow us to continue a robust summer school program for the 23 and 24 school years. The goal for summer school at the elementary level is to reinforce academic skills, provide enrichment opportunities through hands-on learning activities, and create a fun learning environment for our kids. The goal at the high school level is to reinforce academic skills with the primary focus of credit recovery. The goal of high school summer school is to keep students on track towards the graduation requirements. This would cover 22 certified staff members.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$91,000
<b>Budgeted Expenditures in SFY 2023</b>	\$91,000
<b>Budgeted Expenditures in SFY 2024</b>	\$91,000
<b>Total Expenditures</b>	<u>\$273,000</u>

**Status**

Approved

Line Item ID: 204-3-0008



**Allocation Type**

Direct Allocation

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

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

**Account Name**

College Tuition for Dual Credit

**Account Number**

48 1000 569

**Function Code**

1000 - Instruction

**Object Code**

569 - Other Tuitions

**Allowable Use**

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

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

During the 2019-2020 school year, because of the pandemic, we saw a decline in enrollment for our dual credit college classes. After visiting with our district site council, students, parents and local NAACP, we learned that the pandemic created financial hardships for many of our families. As a way to help, our BOE approved paying for dual credit college classes for our high school students. This is an incentive to keep kids in school and to support their individual plan of study.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$46,128
<b>Budgeted Expenditures in SFY 2023</b>	\$48,000
<b>Budgeted Expenditures in SFY 2024</b>	\$48,000
<b>Total Expenditures</b>	<u>\$142,128</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Premium Retention Pay

**Account Number**

48 1000 110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Premium Retention Pay for all certified and classified instructional employees. USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a \$1000 retention stipend in December. There are 230 certified instructional staff members and 52 instructional classified staff member. Classified staff members will be paid on a prorated basis, depending on how many months they work. For 10 month classified instructional staff, the premium retention stipend would be \$833.33 and 11 month would be \$916.67. The goal of the stipend is to entice employees to continue working for the district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$275,000
<b>Budgeted Expenditures in SFY 2024</b>	\$275,000
<b>Total Expenditures</b>	\$550,000

**Status**

Approved

Line Item ID: 204-3-0010

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Premium Retention Pay

**Account Number**

48 2000 100

**Function Code**

2000 - Support Services

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

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

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

Premium Retention Pay for non instructional support staff. USD 204 meets with the teacher's bargaining union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a \$1000 retention stipend in December. There are 109 non instructional classified staff members who will be paid on a prorated basis, depending on how many months they work. For 10 month classified non instructional staff, the premium retention stipend would be \$833.33 and 11 month would be \$916.67. The goal of the stipend is to entice employees to continue working for the district.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$101,000**Budgeted Expenditures in SFY 2024** \$101,000**Total Expenditures** \$202,000**Status**

Approved

Line Item ID: 204-3-0011

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Premium Retention Pay

**Account Number**

48 3100 100

**Function Code**

3100 - Food Service Operations

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

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

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

Premium Retention Pay for Food Service employees. USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a \$1000 retention stipend in December. There are 30 food service employees who would receive the retention stipend on a prorated basis as 10 month employees, which would be \$833.33.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	\$50,000

**Status**

Approved

Line Item ID: 204-3-0012

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School Classroom Supplies

**Account Number**

48 1000 619

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

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

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

Supplies and Materials are essential components of a successful Summer School program. The goal is to provide hands on STEM activities that promote quality learning experiences. The pandemic has been a struggle for most students. The past two summers, we've had an increase in summer school participation because of the learning loss that occurred during the pandemic. ESSER III funds will allow us to continue a robust summer school program for the 23 and 24 school years. The goal for summer school at the elementary level is to reinforce academic skills, provide enrichment opportunities through hands-on learning activities, and create a fun learning environment for our kids. The goal at the high school level is to reinforce academic skills with the primary focus of credit recovery. The goal of high school summer school is to keep students on track towards the graduation requirements.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,502
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$11,502</u>

**Status**

Approved

Line Item ID: 204-3-0013

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Social Worker and Family Liaisons

**Account Number**

48 2130 100

**Function Code**

2130 - Health Services

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

10 - Providing mental health services and supports.

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

ESSER funds have allowed the district to hire a social worker and two family liaisons for the district. These individuals support students social and emotional needs, along with working with families on utilizing resources within the community. ESSER III funds will be used to continue this work.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
<b>Budgeted Expenditures in SFY 2024</b>	\$48,000
<b>Total Expenditures</b>	\$93,000

**Status**

Approved

Line Item ID: 204-3-0014

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Nursing

**Account Number**

48 2134 100

**Function Code**

2134 - Nursing Services

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

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

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

To help keep students in school, an additional nurse was hired to facilitate increased testing for COVID. The expenditures include all employer costs and benefits.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,253
<b>Budgeted Expenditures in SFY 2023</b>	\$78,000
<b>Budgeted Expenditures in SFY 2024</b>	\$80,000
<b>Total Expenditures</b>	\$164,253

**Status**

Approved

**Line Item Comment from KSDE**

Approved in ESSER II

Line Item ID: 204-3-0015

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Instructional Software

**Account Number**

48 1000 653

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

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

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

USD 204 will renew contracts with Near Pod, Labster, We Video, Edgenuity, Reading Horizons Elevate Software, Generation Genius, See Saw, etc. This software will facilitate student learning in the classroom and address learning loss. During the pandemic, it became even more evident that not all students learn in the same manner. The various technology resources are used to diagnose student deficiencies as well as provide a platform for skill refinement, improved engagement, and enhancing conceptual knowledge.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
<b>Budgeted Expenditures in SFY 2024</b>	\$60,000
<b>Total Expenditures</b>	<u>\$120,000</u>

**Status**

Approved

Line Item ID: 204-3-0016

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Tutoring Program

**Account Number**

48 1000 150

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

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

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

ESSER funds have allowed us to expand and enhance tutoring programs. We have implemented tutoring programs that take place both during the school day and outside regular school hours. At each of our buildings, we have created a process for identifying students who struggle in reading, math, and/or who need social and emotional support. The elementary schools have Title I teachers and support staff who work with students during the school day to refine skills. Each of the elementary schools implemented an after school program that has been highly successful this past school year, meeting four days per week. The goal of the after school program is to individualize instruction and to teach math and reading in a fun, engaging way. Both the middle and high school have a period during the school day devoted to skill refinement and social and emotional development. The ESSER III funds will be used to compensate approximately 33 teachers to provide after school tutoring programs four days per week during the school year at each school in the district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$100,000
<b>Total Expenditures</b>	\$200,000

**Status**

Approved

Line Item ID: 204-3-0017



**Allocation Type**

Direct Allocation

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

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

**Account Name**

Instructional Coaches Salary

**Account Number**

07 2213 110 912

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

For the 2022-2023 school year, USD 204 will hire 5 Instructional Coaches (one at each building in the district) with the goal of addressing learning loss, achievement gaps, providing support for principals and teachers in the area of curriculum and instruction, and tiered support. This team will analyze student performance data, resources, and best practice instructional strategies throughout the district. This will ensure vertical curriculum alignment throughout the district. In addition, our IC's will provide professional development for teachers, model effective instructional strategies, and provide support on effective use of resources to meet the needs of all students. These positions will allow for focused emphasis on student achievement, learning loss in relation to the pandemic, and assist with the alignment and analysis of the school improvement process in regards to building and district achievement/performance. In addition, these individuals will work together to ensure all sub groups, including low income families, students of color, English learners, students with disabilities, and all other at-risk students are achieving at the highest level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$375,000
<b>Budgeted Expenditures in SFY 2024</b>	\$385,000
<b>Total Expenditures</b>	<u>\$760,000</u>

**Status**

Approved

Line Item ID: 204-3-0018

**Allocation Type**

Direct Allocation

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

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

**Account Name**

LETRS Training

**Account Number**

07 1000 0000 912 150

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

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

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

Teachers are participating in LETRS training to acquire more knowledge about the science of reading, address learning loss, and provide early interventions for struggling readers. 8 teachers in the district are participating and would be compensated for time outside of the contract day at the rate of \$36 per hour. They would work 96 hours outside of the contract day for a total of \$3,456 per person for a total of \$27,648. These individuals will train other teachers in the district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$27,648
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$27,648</u>
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**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 204-3-0019

**Allocation Type**

Direct Allocation

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

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

**Account Name**

LETRS Training

**Account Number**

07 1000 0000 912 150

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

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

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

Teachers are participating in LETRS training to acquire more knowledge about the science of reading, address learning loss, and provide early interventions for struggling readers. 8 teachers in the district are participating during the 2022-2023 school year and were approved to be paid through the ESSER III grant, line 18. We are requesting an additional 9 teachers participate during the 2023-2024 school year. The teachers would be compensated for time outside of the contract day at the rate of \$36 per hour. They would work 96 hours outside of the contract day for a total of \$3,456 per person for a total of \$31,104. These individuals will train other teachers in the district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$31,104
<b>Total Expenditures</b>	\$31,104

**Status**

Approved

Line Item ID: 204-3-0020

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Pacing Guide Curriculum

**Account Number**

07 1000 0000 150 912

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

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

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

During the pandemic, the Unified Government did not allow students to return to full, in person learning until the fourth quarter of the 2020-2021 school year. This disruption in the learning process created an immediate need to address curriculum, pacing guides and data analysis to determine deficiencies. USD 204 purchased a Software program through ESSER funds, line item 03, to house our Curriculum pacing guides. The next step, is to have grade level teachers update the pacing guides, looking at curriculum from a vertical and horizontal lens. Teachers will collaborate during the summer to facilitate updated pacing guides for the 2023-2024 school year. We anticipate approximately 50 teachers participating in the two week curriculum planning in June. Each teacher would receive \$36 per hour for 7 hours for a total of \$12,600.

**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**

Approved

Line Item ID: 204-3-0021

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Decodable Text

**Account Number**

07 1000 641

**Function Code**

1000 - Instruction

**Object Code**

641 - Books

**Allowable Use**

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

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

Because of the pandemic, students access to early reading was negatively impacted. The district will purchase 36 classroom sets of early reading decodable texts. The cost is \$2200 per set for a total of \$79,200. Using decodable texts can be a powerful tool for supporting early reading development in kindergarten, 1st grade, and 2nd grade students. They provide a structured and systematic approach to building phonics and phonemic awareness skills, while also supporting vocabulary development and independent reading habits.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$79,200
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<b>Total Expenditures</b>	\$79,200
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**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 204-3-0022

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Ozobots/BeeBots

**Account Number**

07 1000 650

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

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

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

As students returned to full time in-person instruction, the importance of student engagement became even more evident. After collaborating with our District Leadership Team and reviewing walkthrough data, motivation and engagement are areas requiring instructional adjustments. The district will purchase Ozobots and Beebot mats in elementary schools to help students improve their problem-solving skills, develop creativity and imagination, improve spatial awareness, and encourage collaboration. These skills are essential for success in academic disciplines and careers, making these tools highly valuable for young students. Student engagement is critical for effective learning as it increases motivation, improves participation, and leads to better retention of information. When students are engaged, they are more likely to ask questions, share ideas, and take ownership of their learning, leading to better academic outcomes. It is therefore essential for educators to create a learning environment that fosters student engagement and encourages students to actively participate in the learning process. The district will purchase 3 classroom kits of Ozobots at the rate of \$2990 for a total of \$8970. The district will purchase 54 Beebot mats for \$49.95 and a total of \$2697.30. The total cost of the Ozobots and Beebot mats is \$11,667.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$11,667
<b>Total Expenditures</b>	\$11,667

**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 204-3-0023

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ProCare School Psychologist

**Account Number**

07E 2140 300 0000 912

**Function Code**

2410 - Office of the Principal Services

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

There is a shortage in school psychologist and the district was receiving services through zoom. The district will contract with an outside agency to hire an in-person school psychologist. The cost of the service is \$88 per hour for a minimum of 37.5 hours per week. The cost is approximately \$660 per day. We would use this individual for approximately 170 school days for a total cost of \$112,200.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$112,200**Total Expenditures** \$112,200**Status**

Approved

Line Item ID: 204-3-0024

**Allocation Type**

Direct Allocation

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

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

**Account Name**

College and Career Advocate

**Account Number**

07 E 2122 217 2000 912

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously Approved: College and Career advocate will be utilized to support students in high school to help them determine essential skills and classes needed for post- secondary success.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$55,000**Budgeted Expenditures in SFY 2024** \$65,000**Total Expenditures** \$120,000**Status**

Approved

**Line Item Comment from KSDE**

Approved for SFY 2021.





# ESSER III APPLICATION FOR D0212

Status  
Approved

## KSDE Application Comments

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

## Current Directory Information

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

## Authorized Representative of the District Information

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

## Plan for Safe Return

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

<https://www.nvhuskies.org/documents/district-info/215146>

## Use of Funds for CDC Guidance

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

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

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

## Stakeholder Engagement

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

### Students

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

## **Families**

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

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

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

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

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

## **Tribes**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Northern Valley is a small, rural 1A school nestled between northern Norton and Phillips Counties. The Almena and Long Island buildings have a great history. They were constructed in 1924 and 1917 respectfully. Over the years, there have been fires, additions, reshaping, repairs, and modifications.

Over the past 100 years, the population of rural Kansas area has continually decreased. There is evidence of this along every paved and gravel road. Old barns that have fallen into disrepair, houses that are no longer inhabited, windmills that are now an island in a field. These are reminders of the changing world in which we live, but they are each a monument to the way of life we choose to live.

The distance between the houses has increased, but technology and our shared values of education and family have strengthened the bonds of those in the valley. The Northern Valley School District is the center of our community. The small classroom size allows for more one-on-one student/teacher interactions.

During the past two and a half years, the impact of Covid – 19 has hit every community in the world, even our rural area. ACT scores have been on a slow decline (2% yearly), State Assessment scores are down (3%), absenteeism is on the rise (7%), and students attending post-secondary education has declined (15%).

There has been an increased number of students that are attending sessions outside the school on a weekly basis at local mental health facilities as well.

To provide increased resources, motivational speakers, drug and alcohol prevention, suicide prevention, sexual and domestic abuse services have been brought in to speak with students. These contacts have shared that students are indeed using their contacts.

In addition, the district continues to have staffing shortages. Many of those are related to continued bouts with Covid and some substitutes have become more selective in helping with teaching.

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

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

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

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

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

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

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

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$246,039	\$0	\$246,039	ESSER III Allocations	\$49,208
Approved Total	\$231,208	\$0	\$231,208	Approved Total	\$49,208
Amount Left	\$14,831	\$0	\$14,831	Amount Still Needed	\$0
In Review Total	\$14,140	\$0	\$14,140	In Review Total	\$0
Amount Left	\$691	\$0	\$691	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
212-3-0002	Direct	False	2600	700	13	\$14,140	Task Force Review
212-3-0003	Direct	False	2200	120	12	\$100,000	Approved
212-3-0004	Direct	True	2200	120	12	\$49,208	Approved
212-3-0005	Direct	False	2710	730	16	\$52,000	Approved
212-3-0001	Direct	False	1000	650	9	\$30,000	Approved

## Line Item Details

Line Item ID: 212-3-0002

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Federal

**Account Number**

7

**Function Code**

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

**Object Code**

700 - PROPERTY

**Allowable Use**

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

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

Purchase of water fountains and automatic flushing devices. These devices will allow for hands-free operation, thus reducing the spread of Covid-19 contamination by touch.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,140
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,140</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 212-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Federal

**Account Number**

7

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

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

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

**Status**

Approved

Line Item ID: 212-3-0004

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Federal

**Account Number**

7

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

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

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

**Status**

Approved

Line Item ID: 212-3-0005



**Allocation Type**

Direct Allocation

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

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

**Account Name**

Federal

**Account Number**

7

**Function Code**

2710 - Vehicle Operation

**Object Code**

730 - Equipment

**Allowable Use**

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

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

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

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

**Status**

Approved

**Line Item Comment from KSDE**

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

Line Item ID: 212-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Federal

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

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

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

Purchase of new iPads / 70 iPads will cover grades K - 5. These up - to - date units will be compatible with our management system when remote learning is necessary, due to Covid - 19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Approved



# ESSER III APPLICATION FOR D0227

Status  
Approved

## KSDE Application Comments

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

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Hodgeman County Schools	401 Douglas, Jetmore, KS 678540398	PO Box 398, Jetmore, KS 678540398
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Doug Chaney	dbchaney@usd227.org	(620) 357-8301

## 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>
Christina Cohoon	Clerk	christina@usd227.org	(620) 357-8301
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Jason Fawcett		jfawcett@usd227.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

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

[www.usd227.org](http://www.usd227.org)

## Use of Funds for CDC Guidance

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

Our small rural district is continually working with our county health department for the most recent recommendations while following our plan for safe return to help with prevention and mitigation of COVID-19. Our district plans to improve the HVAC System in the high school and elementary schools. This will improve air quality and air flow in both buildings as well as provide continuous airflow throughout the day. New units will not only improve air quality but also help mitigate the spread of COVID-19. This is an allowable expense under ESSER criteria guideline 14.

## Stakeholder Engagement

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

### Students

USD 227 students were consulted with regarding the ESSER III plan and funds. The principal of schools met with students of both the middle school and the high school student council and KAY organization to discuss the proposed ESSER III plan and to receive their feedback, approximately 30 students (33% of the student body) participated in the focus groups. The following was asked for most from our students:

- 1) ice cream machine
- 2) hot water in the old building

### **Families**

The district conducted a District Site Council Meeting to review the plan on August 17, 2022. The site council consist of 8 parents and community members, in addition to staff and students. Parent focus groups consisting of 13 parents were also held to consult about the ESSER III plan. Approximately 15% of the family units and parents of students with disabilities participated. The most requested items revealed that this group wanted:

- 1) updated curriculum

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

All administrators (2) had a hand in developing the ESSER III plan, thus there was approval of the plan. The district also collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. The administration felt the following should have a focus in our ESSER III plan:

- 1) HVAC
- 2) student learning loss (academic screener, intervention software programs and instructional materials).

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

The school district worked directly with our teachers at staff meetings and all of the staff members were invited to participate. In regard to the teachers' union, there are no known union members within the district. We did talk with the teacher representatives that negotiated for the teachers. The representatives suggested the following:

- 1) updated curriculum
- 2) educational manipulatives

### **Tribes**

Although the district is unaware of any Tribal residents within the community, we do have 2 students who self-reported as identifying as Native American in our school information system. In consultation with these students and their families, they did not offer any suggestions but agreed with the recommendations of the administration.

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

Email contact was made with the Disability Rights Center of Kansas to Mr. Lane Williams. His response was:

Thanks for your email asking for our input. I can talk with you later this afternoon, but to let you know beforehand, the many school administrators who have sought our input, have asked me to provide our input by email or to take an online survey they created. If written input is acceptable to you, I can provide the following; otherwise, I can call you later today:

Thank you for offering us the opportunity to provide input on your plan to use ESSER III funds. The Disability Rights Center of Kansas supports schools in Kansas which are trying to obtain additional educational supports and services to address the loss in learning by students, particularly students with disabilities, due to the covid pandemic. DRC is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. We are a private non-profit which provides legal advocacy services to clients on a variety of disability rights issues, including education issues encountered by students with disabilities. Since March 2020, our office has received numerous calls from parents of children with disabilities with concerns about the harmful disruption to the educational progress of their children due to the pandemic. They see their children, like their peers, struggling to catch up to where they were educationally prior to the onset of the pandemic. Unlike their peers, however, their disabilities often create an additional barrier to making progress. We support all the additional supports and services being considered by Kansas school districts, but especially summer enrichment programs, after school tutoring, additional technology, professional development support, additional staff for special education students, and behavioral health services are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic.

Feel free to contact me at 785-273-9661, ext. 117 if you have any questions. Good luck developing and implementing your plan.

Lane Williams

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

Children with disabilities: 56 students with disabilities. Focus groups that included parents and staff that serve students with disabilities were asked about the ESSER III plan for USD 227. They suggested:

1. Hot water in the old bathrooms

Students English learners: There are three English learners in the district. Consultation with the certified staff member regarding the needs of the students. It was suggested that we provide:

1. translation program
2. ESL dictionaries

Children experiencing homelessness: Currently, there is one family that is experiencing homelessness. The counselor was consulted regarding the needs of the students. At this time nothing was identified.

Children in foster care: There is two foster families in the district. A foster family (50% of the subgroup) was consulted, and the following was suggested:

1. laptops to take home
2. on site counseling

Migratory students: There are no students in the district that are Migratory at this time.

Children who are incarcerated: There are no students in the district at this time.

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

Community input was sought at a public meeting held on January 16, 2023. There were 45 community members that attended our public forum and the ESSER III plan was discussed. There are public representatives on the District Site Council, which parents, businesses, and local organizations (such as the Lions Club) provided feedback regarding the USD 227 ESSER III plan. The suggestions include:

1. Air quality
2. Learning loss support

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

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

USD 227 held in person learning throughout the entire 2020-2021 school year with the exception of shutting down 2 weeks before Thanksgiving break due to high number of illness and we continued that through the 2021-2022 school year. One thing that we have noticed is we did have a higher number of absenteeism which can be attributed to contact tracing, COVID illness and quarantines. The effects of continued absenteeism could eventually affect our graduation rate. We have found that the drop in academic achievement was not as severe as anticipated. We monitor this through screeners such as AimsWeb, Xello, Star Math and Star Reading to identify Tier 2 and Tier 3 students experiencing learning loss due to COVID-19.

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

USD 227 will address the K-12 social, emotional and mental health skills through Hope Rising. We will also address academic loss through the following programs:

- 1) AimsWeb and XELLO– screener to identify Tier 2 and Tier 3 students experiencing learning loss due to COVID-19.
- 2) Secondary Intervention software for Credit Recovery and Grade Level recovery in Reading and Math for Tier 2 and Tier 3 students experiencing learning loss due to COVID-19 (Reading Plus and Dream Box)
- 3) Elementary Instructional programs for Tier 2 and Tier 3 (Read Naturally, STAR, Freckle, and AR Reading programs)
- 4) Instructional materials for Tier 2 and Tier 3 students (leveled reading books, and math manipulatives)

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

USD 227 will use its remaining ARP ESSER funds to replace HVAC in our district. This will help to improve the air quality in the facilities.

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

USD 227 will ensure that the interventions implemented respond to the academic, social, emotional and mental health needs of all students. Particular those disproportionately impacted by COVID-19 by checking absenteeism numbers throughout the school year, utilization of the screening process up in place by the programs purchase and graduation reports.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$309,142	\$0	\$309,142	ESSER III Allocations	\$61,829
Approved Total	\$61,829	\$0	\$61,829	Approved Total	\$61,829
Amount Left	\$247,313	\$0	\$247,313	Amount Still Needed	\$0
In Review Total	\$247,313	\$0	\$247,313	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
227-3-0005	Direct	False	4700	450	14	\$247,313	Task Force Review
227-3-0001	Direct	True	1000	610	12	\$10,000	Approved
227-3-0002	Direct	True	1000	610	12	\$14,000	Approved
227-3-0003	Direct	True	1000	610	12	\$16,000	Approved
227-3-0004	Direct	True	1000	610	12	\$21,829	Approved

## Line Item Details

Line Item ID: 227-3-0005

**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**

07450000000

**Function Code**

4700 - Building Improvements

**Object Code**

450 - Construction Services (Outside Contractors)

**Allowable Use**

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

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

The HVAC project for our schools will allow us to improve air quality and air flow in our buildings as well as allow us to provide continuous air flow throughout the day. New units and controller system will not only help air flow but will also mitigate the spread of Covid-19

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$247,313
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<b>Total Expenditures</b>	\$247,313
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 227-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

07450000000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

AimsWeb & Xello purchases. These programs are for screening and monitoring identified Tier II and Tier III students experiencing learning loss due to COVID 19

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
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<b>Total Expenditures</b>	\$10,000
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**Status**

Approved



Line Item ID: 227-3-0002

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

074500000000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Purchase secondary intervention software (Reading Plus and Dreambox) for credit recovery and grade level recovery in reading and math for Tier II and Tier III students experiencing learning loss due to COVID 19

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,000
<b>Budgeted Expenditures in SFY 2024</b>	\$7,000
<b>Total Expenditures</b>	<u>\$14,000</u>

**Status**

Approved

Line Item ID: 227-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

0745000000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Elementary instructional programs for Tier II and Tier III students experiencing learning loss due to COVID 19. Read Naturally, Star, Freckle and AR Reading software programs.

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

**Status**

Approved

Line Item ID: 227-3-0004

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

074500000000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Instructional materials for Tier II and Tier III students experiencing learning loss due to COVID 19. This includes, but not limited to, leveled reading books and math manipulatives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$11,829
<b>Total Expenditures</b>	<u>\$21,829</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0231

Status  
Approved

## KSDE Application Comments

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

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Gardner Edgerton	231 East Madison Street, Gardner, KS 66030	PO Box 97, Gardner, KS 66030
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Brian Huff	HuffB@usd231.com	(913) 856-2000

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Tiffany Morawiec	Director of Finance	morawiect@usd231.com	(913) 856-2047

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Dr. Brian Huff, Superintendent	huffb@usd231.com

<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>
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## Plan for Safe Return

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

Timestamp Please identify yourself by selecting all that apply. If applicable, what grade level(s) do your student(s) attend? (Please select all that apply) Please check all that you would like considered: How important is it to you that we prioritize and invest in each of the following? [Summer learning programs] How important is it to you that we prioritize and invest in each of the following? [After school tutoring programs] How important is it to you that we prioritize and invest in each of

## Use of Funds for CDC Guidance

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

Two full-time custodial positions were added to address expanded building sanitation procedures to safely operate schools for in-person learning. The District continues to incur bus sanitation costs with the student transportation company First Student in order to provide safe bus transportation. One nursing position was added to adequately staff the District's largest student attendance center (GEHS) in order to effectively mitigate the spread of COVID. Lastly, the District employed a dedicated student contact tracer to quickly identify high risk exposures and accelerate both the communication across the District to prevent additional exposures and to prevent delays in instances where quarantine is necessary for the FY22 school year.

# Stakeholder Engagement

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

## Students

In developing our ESSER plan Elementary students had an opportunity to meet one-on-one with school counselors to share concerns, and possible needs they may have at school and home due to the COVID pandemic. At the middle and high school, students could request assistance or a meeting with the school counselors through email or zoom to share concerns or connect to resources. The feedback from students was utilized in assessing student needs and compiling a list of needed resources. In addition, all students in grades 3-12 completed a survey in which they responded to their social emotional needs in the Fall of 2020, Spring 2021, and will continue two times a year through the end of 2022 and SY2023. The data from the survey, as well as the student interaction with the counselors, assisted in determining areas of need. A district wide survey was also emailed in April 2022 and put on our social media where students could respond to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest from our students: Expanded social and emotional learning and mental health services, additional personnel and staff support for academic intervention and summer learning programs. Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

## Families

Feedback was obtained through communication with parents including concerns related to social emotional and academic progress during the pandemic. Families were also encouraged to fill out a survey to get their input on how to utilize ESSER III funds to overcome the obstacles and stress of learning in the pandemic era. This was sent to parents, students, and community via text message, email and by posting on our school website. Methods of communication included counselor meetings, parent teacher conferences, Student Improvement meetings, etc. Themes from these conversations led district administration to compiling a list of needed resources. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. The most requested items of the surveys revealed that this group was most interested in: Additional behavioral support and interventions, Additional personnel and staff support for academic intervention, and Expanded social and emotional learning and mental health services. Other requested items supported the use of additional personnel for summer learning programs and Offering more teacher professional development to support teacher growth. The ESSER III Funds will be focused on additional behavior supports for social-emotional support and academic interventionists to support these initiatives.

## School and District Administrators including Special Education Administration

Weekly Department and Cabinet meetings occurred where administrative staff identified areas of needs and developed a plan from feedback and student data to support the learning and environmental needs of the buildings. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022.

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

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district. Information was shared with the local teacher union (GENEA) regarding the District's intent to use ESSER funding for premium pay retention incentives and new interventionist and social worker staffing positions to address individual student academic needs. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. Administration took an active role in the process. The eleven building administrators have contributed their thoughts and ideas as well as expressing the needs of the teachers and students as we expand these funds including consideration for our special population groups. The administration felt the following should have a focus in our ESSER III plan: Retention of current employees, Reading and Math Interventionists, Social Workers and wellness breaks for all staff. Healthy Physical Environment supports: PPE / Cleaning supplies / Air purifiers These have all been taken into consideration and are part of our ESSER III plan.

## Tribes

Although the district is unaware of any Tribal residents in the community, we do have 15 students who identify as Native American in our school information system. These families had the opportunities to attend site council meetings as well as reply to both of our surveys. 3 families responded to our surveys. We reviewed links on the Native Education Collaborative which encourages LEAs to address issues of Ineffective curriculum and instruction, Deficient social and emotional supports, and Inadequate educator preparation and training. Through these communications the needs most expressed were: Additional personnel and staff support for academic intervention, Additional instructional materials and resources (software, textbooks, curriculum, etc.), Offering additional extra-curricular activities, Facility upgrades that support student health needs. These have all been taken into consideration and are part of our ESSER III plan.

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

Monthly meetings with (KASEA) Kansas Association of Special Education Administrators to discuss current trends, legislation and safety protocols to support students with exceptionalities. Emails were sent to Lane Williams at the Disability Rights Center of Kansas with no response. Email was also sent to Kansas Action for Children. Jessica Russell replied that Early learning opportunities, retention incentives for teachers, and social worker supports would be suggested uses. A comprehensive survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. We had two responses from the community that listed they were associated with a Civil Rights Organization. The most important Summer learning programs, After school tutoring programs, Additional personnel and staff support for academic intervention, Additional behavioral support and interventions, Expanded social and emotional learning and mental health services. Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

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

We currently have 1124 special education students, 144 ELL students, 20 students experiencing homelessness including 1 McKinney Vento student, 25 students in foster care and 9 migrant students. We do not currently have any students that are incarcerated. Contact with the district liaison for Migrant Services for USD231 will continue gathering data on student progress and interventions. Monthly state ELL meetings to examine policy and best practice to support English Language Learners as well as monthly ELL department meetings with staff to gather feedback on their students. A District representative attends on-going meetings with McKinney Vento leadership at the state level to remain updated on the needs of the homeless population. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. A total of 97 surveys were completed by parents & staff with students that fall into one or more of the above categories. We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. Through those surveys and conversations, it was clear that the following supports were most needed: additional personnel and staff support for academic intervention, Additional behavioral support and interventions, Expanded social and emotional learning and mental health services for students and staff. Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

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

The District provides ESSER funding updates (KSDE quarterly reports) on BoardDocs for public access. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. To further get input from stakeholders, two community surveys were conducted and posted on the district website to encourage community input. There were 1228 responses to the survey. The breakdown included 898 parents, 277 district staff, 3 community members, and 50 student responses. The most requested items of the survey revealed that: After school tutoring programs. Additional personnel (social-emotional & instructional). Additional instructional materials and resources. Educational field trips. Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

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

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

From grade and attendance data, we have seen a higher need for intervention in academic skills. We had a higher number of students receiving D's and F's, a higher number of students missing 3 or more days of class. Acadience scores indicate a drop in the number of students meeting benchmark on early literacy skills.

During the pandemic, counselors and district social workers received requests for intense student support and resources including mental health services and in-patient facilities. At the secondary level an increase in office referrals indicated behavior and self-regulation concerns. Referrals to the building Student Intervention Teams also increased.

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

The District has been using the MTSS model for several years to use data to identify students that have academic and social emotional/behavioral needs. Schools have intervention times with evidence based reading and math interventions as well as a SEL curriculum and interventions to support students. At the Elementary level, an additional interventionist position has been implemented in each building to support academic intervention and an additional elementary social worker position has been allocated. At the middle school level, a math interventionist has been added to each building to work with the existing reading specialist to provide academic interventions. The middle schools also use an SEL curriculum to support students' needs. Two days a week, the middle schools offer an academic support time after school that includes an academic bus to provide students with transportation home. The high school provided summer academic classes to those students that needed academic support. For students in special education, staff are closely monitoring progress on IEP goals and including extended school year services for those students who are not making adequate progress towards those goals.

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

The District will spend its remaining ARP ESSER funds for purchasing supplies to sanitize and clean the District's facilities, developing and implementing procedures and systems to improve the preparedness and response efforts, providing mental health services and supports, including the hiring of District wide social workers, and other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing District school staff through a premium pay retention incentive for the FY22 and FY23 school years.

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

The District added ten certified teaching interventionist positions to directly address individual student learning needs. Data on student performance on assessments, attendance, behavior referrals and grades will be evaluated through our MTSS model at the building and district level. In addition the district added a K-12 social worker who will assist students and families in locating needed resources. The social worker will document services provided and topics covered with families. The social worker is also a member of the Communities That Care county organization researches trends needed by at-risk families and provides resources.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$2,822,855	\$733,584	\$3,556,439	ESSER III Allocations	\$564,571
Approved Total	\$2,606,890	\$729,006	\$3,335,896	Approved Total	\$746,062
Amount Left	\$215,965	\$4,578	\$220,543	Amount Still Needed	\$0
In Review Total	\$215,965	\$4,578	\$220,543	In Review Total	\$80,431
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
231-3-0061	Direct	False	2600	120	16	\$135,534	Task Force Review
231-3-0062	Direct	True	2100	110	12	\$80,431	Task Force Review
231-3-0063	True Up	False	2100	200	12	\$4,578	Task Force Review
231-3-0004	True Up	False	2200	110	16	\$24,000	Approved
231-3-0005	True Up	False	2300	110	16	\$13,000	Approved
231-3-0006	True Up	False	2400	110	16	\$48,500	Approved
231-3-0007	Direct	False	1000	120	16	\$498,335	Approved
231-3-0008	Direct	False	2400	120	16	\$65,375	Approved
231-3-0009	Direct	False	2500	120	16	\$55,500	Approved
231-3-0011	True Up	False	1000	221	16	\$130,576	Approved
231-3-0012	Direct	True	1000	110	12	\$51,640	Approved
231-3-0013	Direct	True	1000	110	12	\$63,119	Approved
231-3-0014	Direct	True	1000	110	12	\$57,202	Approved
231-3-0015	Direct	True	1000	110	12	\$55,959	Approved
231-3-0017	Direct	True	1000	110	12	\$75,556	Approved
231-3-0018	Direct	True	1000	110	12	\$80,131	Approved
231-3-0019	Direct	True	1000	110	12	\$64,824	Approved
231-3-0020	Direct	True	1000	110	12	\$56,493	Approved
231-3-0021	Direct	True	1000	110	12	\$76,153	Approved
231-3-0022	Direct	True	1000	220	12	\$3,937	Approved
231-3-0023	Direct	True	1000	220	12	\$4,829	Approved
231-3-0024	Direct	True	1000	220	12	\$5,873	Approved
231-3-0025	Direct	True	1000	220	12	\$5,819	Approved
231-3-0026	Direct	True	1000	220	12	\$4,397	Approved
231-3-0027	Direct	True	1000	220	12	\$5,874	Approved
231-3-0028	Direct	True	1000	220	12	\$6,053	Approved
231-3-0029	Direct	True	1000	220	12	\$4,988	Approved
231-3-0030	Direct	True	1000	220	12	\$4,934	Approved
231-3-0031	Direct	True	1000	220	12	\$5,825	Approved
231-3-0032	Direct	False	1000	210	12	\$89,320	Approved

231-3-0034	True Up	False	1000	290	16	\$2,997	Approved
231-3-0038	Direct	False	2600	120	16	\$44,864	Approved
231-3-0039	True Up	False	2600	210	16	\$126	Approved
231-3-0041	Direct	False	2100	120	16	\$20,425	Approved
231-3-0042	True Up	False	2100	220	16	\$1,563	Approved
231-3-0045	True Up	False	2100	110	10	\$183,559	Approved
231-3-0046	Direct	False	2300	120	5	\$47,010	Approved
231-3-0048	True Up	False	2600	610	7	\$46,000	Approved
231-3-0049	Direct	False	1000	110	12	\$1,033	Approved
231-3-0051	Direct	False	2100	110	10	\$167,090	Approved
231-3-0052	Direct	False	1000	110	16	\$590,214	Approved
231-3-0053	Direct	True	1000	110	12	\$61,386	Approved
231-3-0054	Direct	True	1000	110	12	\$51,070	Approved
231-3-0055	Direct	False	3100	120	16	\$135,992	Approved
231-3-0056	Direct	False	2600	220	16	\$3,190	Approved
231-3-0057	True Up	False	1000	110	16	\$189,665	Approved
231-3-0058	Direct	False	2100	110	10	\$87,480	Approved
231-3-0059	True Up	False	2100	110	16	\$89,020	Approved
231-3-0060	Direct	False	2100	300	10	\$55,000	Approved

## Line Item Details

Line Item ID: 231-3-0061



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-PREMIUM PAY

**Account Number**

07 E 2600 120 0100 005

**Function Code**

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

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

FOR FY22 THIS PAID \$1,250 PREMIUM PAY RETENTION INCENTIVE TO 50 CUSTODIAL POSITIONS. FOR FY23 A \$1500 RETENTION INCENTIVE WILL BE PAID TO 49 CUSTODIAL STAFF. THIS IS TO RETAIN EXISTING STAFF EMPLOYMENT WITH USD 231 WE HAVE SEEN A 50% TURNOVER IN STAFF FOR THE LAST 2 YEARS. THIS IS A REVISION FROM LINE ITEM 231-3-0010 THAT WAS WITHDRAWN TO ACCOUNT FOR FINAL PAYOUT AMOUNTS AS OF 6/30/2023

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$61,875
<b>Budgeted Expenditures in SFY 2023</b>	\$73,659
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$135,534</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: previously approved for \$145,875 between SFY 22 and 23

Line Item ID: 231-3-0062

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-COORDINATOR OF SOCIAL-EMOTIONAL LEARNING

**Account Number**

07 E 2100 110 0100 000

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

For the FY24 school year, the district has hired a COORDINATOR OF SOCIAL-EMOTIONAL LEARNING to help students in 7 elementary schools with learning loss due to issues that have arisen due to COVID. Behavior issues were one of the mentioned items that needed support in our surveys.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$80,431
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<b>Total Expenditures</b>	\$80,431
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 231-3-0063

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER 3-BEHAVIOR PAID BENEFIT

**Account Number**

07 E 2100 210 0100 000

**Function Code**

2100 - Support Services (Students)

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

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

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

For the FY24 school year, the district has hired a COORDINATOR OF SOCIAL-EMOTIONAL LEARNING to help students in 7 elementary schools with mental health and learning due to issues that have arisen due to COVID. Behavior issues were one of the mentioned items that needed support in our surveys. THIS IS FOR BENEFITS PORTION OF LINE 231-3-0062

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$4,578
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<b>Total Expenditures</b>	\$4,578
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 231-3-0004

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER 3-GEN PREMIUM PAY

**Account Number**

07 E 2200 110 0100 005

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Provides \$1250 retention premium for FY22 for 6 central office licensed administrators. FY23 will provide \$1500 retention incentive to 5 central office licensed administrators and 9 library media specialists. Our district has had a 50% turnover rate over the last 2 years

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,500
<b>Budgeted Expenditures in SFY 2023</b>	\$16,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$24,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0005

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER 3-GEN PREMIUM PAY

**Account Number**

07 E 2300 110 0100 005

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

FOR FY22 THIS PAID \$1250.00 RETENTION INCENTIVE TO 2 CENTRAL OFFICE ADMINISTRATORS. FY23 WILL PROVIDE \$1500 RETENTION INCENTIVE TO 7 CENTRAL BUILDING CERTIFIED ADMIN. Our district has seen a 50% turnover rate over the last 2 years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$10,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0006

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER 3-GEN PREMIUM PAY

**Account Number**

07 E 2400 110 0100 005

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

FY22 PAID A \$1,250 PREMIUM PAY RETENTION INCENTIVE TO 22 BUILDING ADMINISTRATORS IN ORDER TO RETAIN EXISTING STAFF EMPLOYMENT WITH USD 231; FY23 WILL PAY \$1500 TO 14 BUILDING ADMINISTRATORS. USD231 HAS SEEN A 50% TURNOVER RATE THE LAST 2 YEARS.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$27,500
<b>Budgeted Expenditures in SFY 2023</b>	\$21,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$48,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0007

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN PREMIUM PAY

**Account Number**

07 E 1000 120 0100 005

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

FY22 PROVIDED 173 PARAPROFESSIONALS DISTRICT WIDE WITH A \$1250.00 RETENTION INCENTIVE, FY23 WILL PROVIDE 183 PARAPROFESSIONALS A \$1500 RETENTION INCENTIVE. Our district has seen a 50% turnover rate over the last 2 years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$223,835
<b>Budgeted Expenditures in SFY 2023</b>	\$274,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$498,335</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0008

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN PREMIUM PAY

**Account Number**

07 E 2400 120 0100 000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

FOR FY22 THIS PAID \$1,250 PREMIUM PAY RETENTION INCENTIVE TO 24 SCHOOL BASED SECRETARIES AND AIDES DISTRICTWIDE . FOR FY23 A \$1500 RETENTION INCENTIVE WILL BE PAID TO 24 SCHOOL BASED SECRETARIES AND AIDES DISTRICTWIDE. THIS IS TO RETAIN EXISTING STAFF EMPLOYMENT WITH USD 231 WE HAVE SEEN A 50% TURNOVER IN STAFF FOR THE LAST 2 YEARS.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$29,375
<b>Budgeted Expenditures in SFY 2023</b>	\$36,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$65,375</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0009



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN PREMIUM PAY

**Account Number**

07 E 2500 120 0100 000

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

FOR FY22 THIS PAID \$1,250 PREMIUM PAY RETENTION INCENTIVE TO 18 CENTRAL OFFICE EMPLOYEES. FOR FY23 A \$1500 RETENTION INCENTIVE WILL BE PAID TO 22 CENTRAL OFFICE STAFF. THIS IS TO RETAIN EXISTING STAFF EMPLOYMENT WITH USD 231 WE HAVE SEEN A 50% TURNOVER IN STAFF FOR THE LAST 2 YEARS.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$22,500
<b>Budgeted Expenditures in SFY 2023</b>	\$33,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$55,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0011

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0100 000

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

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

OBJECT 220 IN USD231 CHART OF ACCOUNTS IS FICA/MEDICARE. WE DO NOT USE OBJECT 221 OR 222. EMPLOYER PAYROLL TAX-PREMIUM PAY RETENTION INCENTIVE TO RETAIN EXISTING STAFF EMPLOYMENT WITH USD 231

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$36,576
<b>Budgeted Expenditures in SFY 2023</b>	\$94,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$130,576</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0012

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN NE CERTIFIED

**Account Number**

07 E 1000 110 0103 003

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

THIS PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING AND MATH AT NIKE ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$900
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<b>Budgeted Expenditures in SFY 2023</b>	\$50,740
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$51,640</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0013

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN EE CERTIFIED

**Account Number**

07 E 1000 110 0104 003

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

THIS PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING AT EDGERTON ELEMENTARY ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,699
<b>Budgeted Expenditures in SFY 2023</b>	\$58,420
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$63,119</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including what school(s), grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0014

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN GE CERTIFIED

**Account Number**

07 E 1000 110 0105 003

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

THIS PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING AT GARDNER EDGERTON ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,702
<b>Budgeted Expenditures in SFY 2023</b>	\$51,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$57,202</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0015

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN SE CERTIFIED

**Account Number**

07 E 1000 110 0106 003

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

THIS PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING & MATH AT SUNFLOWER ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,459
<b>Budgeted Expenditures in SFY 2023</b>	\$51,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$55,959</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0017

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN MDE CERTIFIED

**Account Number**

07 E 1000 110 0108 003

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

THIS PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING & MATH AT MADISON ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,786
<b>Budgeted Expenditures in SFY 2023</b>	\$71,770
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$75,556</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0018

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN GSE CERTIFIED

**Account Number**

07 E 1000 110 0109 003

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

THIS PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING AND MATH AT GRAND STAR ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,941
<b>Budgeted Expenditures in SFY 2023</b>	\$74,190
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$80,131</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0019



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN PRMS CERTIFIED

**Account Number**

07 E 1000 110 0817 003

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

THIS PROVIDES 1 ADDITIONAL MIDDLE SCHOOL MATH INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN MATH AT PIONEER RIDGE MIDDLE SCHOOL SUPPORTING STUDENTS IN GRADE 5-8

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,854
<b>Budgeted Expenditures in SFY 2023</b>	\$59,970
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$64,824</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this additional middle school math interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0020

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN TRMS CERTIFIED

**Account Number**

07 E 1000 110 0818 003

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

THIS PROVIDES 1 ADDITIONAL MIDDLE SCHOOL MATH INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN MATH AT TRAILRIDGE MIDDLE SCHOOL SUPPORTING STUDENTS IN GRADE 5-8

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,183
<b>Budgeted Expenditures in SFY 2023</b>	\$52,310
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$56,493</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this additional middle school math interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0021

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN WMS CERTIFIED

**Account Number**

07 E 1000 110 0819 003

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

THIS PROVIDES 1 ADDITIONAL MIDDLE SCHOOL MATH INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN MATH AT WHEATRIDGE MIDDLE SCHOOL SUPPORTING STUDENTS IN GRADE 5-8 WITH CERTIFIED TEACHER.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,513
<b>Budgeted Expenditures in SFY 2023</b>	\$71,640
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$76,153</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this additional middle school math interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0022

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0103 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

EMPLOYER PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$75**Budgeted Expenditures in SFY 2023** \$3,862**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,937**Status**

Approved

Line Item ID: 231-3-0023

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0104 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

EMPLOYER PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$359**Budgeted Expenditures in SFY 2023** \$4,470**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,829**Status**

Approved

Line Item ID: 231-3-0024

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0105 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

EMPLOYER PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$436**Budgeted Expenditures in SFY 2023** \$5,437**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,873**Status**

Approved

Line Item ID: 231-3-0025

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0106 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

EMPLOYER PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$367**Budgeted Expenditures in SFY 2023** \$5,452**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,819**Status**

Approved

Line Item ID: 231-3-0026

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0107 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

EMPLOYER PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$63**Budgeted Expenditures in SFY 2023** \$4,334**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,397**Status**

Approved

Line Item ID: 231-3-0027

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0108 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

EMPLOYER PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$313**Budgeted Expenditures in SFY 2023** \$5,561**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,874**Status**

Approved

Line Item ID: 231-3-0028

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0109 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

EMPLOYER PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$492**Budgeted Expenditures in SFY 2023** \$5,561**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,053**Status**

Approved

Line Item ID: 231-3-0029

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0817 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

EMPLOYER PAYROLL TAX-ADDITIONAL MIDDLE SCHOOL MATH INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$400**Budgeted Expenditures in SFY 2023** \$4,588**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,988**Status**

Approved

Line Item ID: 231-3-0030

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0818 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

EMPLOYER PAYROLL TAX-ADDITIONAL MIDDLE SCHOOL MATH INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$346**Budgeted Expenditures in SFY 2023** \$4,588**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,934**Status**

Approved

Line Item ID: 231-3-0031

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0819 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

EMPLOYER PAYROLL TAX-ADDITIONAL MIDDLE SCHOOL MATH INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$345**Budgeted Expenditures in SFY 2023** \$5,480**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,825**Status**

Approved

Line Item ID: 231-3-0032



**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN ER PAID BENEFITS

**Account Number**

07 E 1000 210 0100 003

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

PAID BENEFITS-TEN ADDITIONAL INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,000**Budgeted Expenditures in SFY 2023** \$88,320**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$89,320**Status**

Approved

Line Item ID: 231-3-0034

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER 3-GEN OTHER BENEFITS

**Account Number**

07 E 1000 290 0100 000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

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

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

OTHER BENEFITS-UNEMPLOYMENT TAX FOR PREMIUM PAY RETENTION INCENTIVE

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$997**Budgeted Expenditures in SFY 2023** \$2,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,997**Status**

Approved

Line Item ID: 231-3-0038

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN CUSTODIAL COMP

**Account Number**

07 E 2600 120 0901 003

**Function Code**

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

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

FOR FY22 ONE ADDITIONAL CUSTODIAL POSITION WAS NEEDED DUE TO INCREASED CLEANING &amp; SANITATION DUTIES DUE TO COVID. THE POSITION WAS AT THE HIGH SCHOOL.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$44,864**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$44,864**Status**

Approved

**Line Item Comment from KSDE**

Please provide more information on how many additional custodial positions this expenditure includes and what their job duties will include as a result of the impact of COVID.

Line Item ID: 231-3-0039

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER 3-GEN SUPPORT BENEFITS

**Account Number**

07 E 2600 210 0901 003

**Function Code**

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

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

EMPLOYER PAID BENEFITS-ADDITIONAL CUSTODIAL POSITIONS NEEDED DUE TO INCREASED CLEANING &amp; SANITATION DUTIES DUE TO COVID

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$126**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$126**Status**

Approved

Line Item ID: 231-3-0041

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN NURSE COMP

**Account Number**

07 E 2100 120 0901 003

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

FOR FY 22 AN ADDITIONAL HIGH SCHOOL NURSE POSITION WAS NEEDED DUE TO INCREASED HEALTH ROOM SERVICES FOR COVID. THIS POSITION DID COVID TESTING FOR STUDENTS.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$20,425**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$20,425**Status**

Approved

**Line Item Comment from KSDE**

Please provide a detailed description of what the additional nurse's work responsibilities will be and how this position addresses a COVID need.

Line Item ID: 231-3-0042

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER 3-GEN NURSE ER PAY TAX

**Account Number**

07 E 2100 220 0901 003

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

EMPLOYER PAYROLL TAXES-ADDITIONAL SCHOOL NURSE POSITION NEEDED DUE TO INCREASED HEALTH ROOM SERVICES FOR COVID

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,563**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,563**Status**

Approved

Line Item ID: 231-3-0045

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER 3 - GEN PSYCHOLOGIST

**Account Number**

07 E 2100 110 0100 003

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

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

THESE 2 PSYCHOLOGIST POSITIONS TO SUPPORT INCREASED SOCIAL AND EMOTIONAL NEEDS OF STUDENTS PROVIDING MENTAL HEALTH SERVICES AND SUPPORTS FOR THE PIONEER RIDGE MIDDLE SCHOOL. USING OUR SURVEY OF PARENTS, STAFF AND STUDENTS BEHAVIOR ISSUES ARE AFFECTING STUDENT LEARNING AND BEHAVIORS HAVE INCREASED IN THE LAST 2 YEARS DURING COVID. THIS WILL HELP ENSURE THERE IS SUFFICIENT ACCESS TO HIGH QUALITY MENTAL HEALTH STAFF FOR OUR STUDENTS.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$183,559
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$183,559</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a comprehensive narrative that describes what the psychologist's position will entail and how this expenditure will address a COVID-19 need. You have stated that this position will assist with increased social and emotional needs.

Line Item ID: 231-3-0046

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN CONTACT TRACING

**Account Number**

07 E 2300 120 0100 003

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

5 - Procedures and systems to improve LEA preparedness and response efforts.

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

FOR THE FY22 SCHOOL YEAR THIS POSITION SUPPORTED CONTACT TRACING FOR THE DISTRICT DURING COVID TO HELP STOP THE SPREAD OF THE PANDEMIC AND KEEP STAFF AND STUDENTS SAFE. THIS POSITION IS NOT NEEDED IN FY23.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$47,010
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$47,010</u>

**Status**

Approved

Line Item ID: 231-3-0048

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER 3-GEN CUSTODIAL SUPPLIES

**Account Number**

07 E 2600 610 0100 003

**Function Code**

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

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

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

COVID-BASED CUSTODIAL SUPPLIES & PPE- USED FOR PPE DISTRICTWIDE TO INCLUDE AIR FILTERS, HAND SANITIZER, MASKS, AND CLEANING SUPPLIES TO KEEP OUR SCHOOLS SAFE FOR OUR STAFF AND STUDENTS DUE TO COVID 19.

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

**Status**

Approved

Line Item ID: 231-3-0049

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN-VIRTUAL HOMEWORK

**Account Number**

07 E 1000 110 0100 007

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

IN THE BEGINNING OF THE 21-22 SCHOOL YEAR THIS POSITION HELPED STUDENTS THAT WERE HOMEBOUND WITH COVID WITH EXTRA HELP NEEDED TO CONTINUE SCHOOL WHILL IN QUARANTINE. THIS STOPPED OCCURRING AS THE SCHOOL OPENED BACK UP. THIS IS WHY THE AMOUNT IS ONLY \$1033. THIS OCCURRED FROM NOVEMBER 2021- FEBRUARY 22 AND WAS AN EXTRA DUTY FOR HIGH SCHOOL SCHOOL TEACHERS FOR \$17..50/HR.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,033
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,033</u>

**Status**

Approved

Line Item ID: 231-3-0051

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN SOCIAL WORKER

**Account Number**

07 E 2100 110 0100 019

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

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

FOR FY23 THIS WILL PROVIDE MENTAL HEALTH SUPPORTS FOR STUDENTS DISTRICT WIDE, ONE AT GARDNER EDGERTON HIGH SCHOOL AND ONE AT MOONLIGHT ELEMENTARY. FOR THE LAST TWO YEARS SOCIAL EMOTIONAL HEALTH OF THE STUDENT IS IN THE FOREFRONT DUE TO COVID. THIS WILL HELP ADDRESS STUDENT NEEDS DUE TO THE PANDEMIC AND SUPPORT OUR STUDENTS AND THEIR FAMILIES WORKING TOGETHER WITH THE EDUCATIONAL TEAM.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$167,090
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$167,090</u>

**Status**

Approved

Line Item ID: 231-3-0052

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN PREMIUM PAY

**Account Number**

07 E 1000 110 0100 005

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

This includes retention incentive for 16 classroom teachers at \$1250 per year. For the 2022-23 school year this would provide 408 classroom teachers a retention incentive at \$1500 at our 11 schools. Our district has seen a 50% turnover in the past 2 years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,141
<b>Budgeted Expenditures in SFY 2023</b>	\$570,073
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$590,214</u>

**Status**

Approved

Line Item ID: 231-3-0053

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN MLE CERTIFIED

**Account Number**

07 E 1000 110 0107 003

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

THIS PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING AND MATH AT MOONLIGHT ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,236
<b>Budgeted Expenditures in SFY 2023</b>	\$57,150
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$61,386</u>

**Status**

Approved

Line Item ID: 231-3-0054

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer Kickstart

**Account Number**

07 E 1000 110 0100 008

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Summer Kickstart program in July to address learning loss in grades 1-8 and preps students for next grade level. 8 days 1/2 time program. July 2022 served 200 students and July 2023 the program will be expanded to try to include more students. This cost includes para support and any supplies that are needed as well as payroll tax and other benefits.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$23,070
<b>Budgeted Expenditures in SFY 2024</b>	\$28,000
<b>Total Expenditures</b>	<u>\$51,070</u>

**Status**

Approved

Line Item ID: 231-3-0055

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN PREMIUM PAY

**Account Number**

07 E 3100 120 0100 005

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

for fy22 this includes retention incentive for 49 food service classified staff districtwide at \$1250 per year. For the 2022-23 school year this would provide 41 food service staff districtwide retention incentive of \$1500. Our district has seen a 50% turnover in the past 2 years. This includes all payroll tax

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$67,992
<b>Budgeted Expenditures in SFY 2023</b>	\$68,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$135,992</u>

**Status**

Approved

Line Item ID: 231-3-0056

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-GEN ERPAY TAX

**Account Number**

07 E 2600 220 0901 003

**Function Code**

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

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

employer payroll taxes- additional custodial positions needed to increased cleaning & sanitation duties due to covid.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,190
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,190</u>

**Status**

Approved

Line Item ID: 231-3-0057



**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER 3-WELLNESS SUB PAY

**Account Number**

07 E 1000 110 0100 019

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

FY22 PROVIDED SUBSTITUTES FOR TIMES THAT CERTIFIED STAFF WAS OUT DUE TO QUARANTINE WITH COVID19 ALLOWING THE SCHOOL DAY TO CONTINUE FOR STUDENTS; FY23 THIS WILL BE USED TO PROVIDE SUBSTITUTES TO ALL OUR STAFF TO ALLOW THEM TO HAVE MENTAL HEALTH BREAKS DURING THE YEAR DUE TO COVID 19. THIS IS SUPPORTED BY OUR SURVEY THAT WAS DONE BY STAFF THAT THEY FEEL OVERWHELMED COMING BACK AFTER COVID. THIS INCLUDES ALL PAYROLL TAX

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$54,555
<b>Budgeted Expenditures in SFY 2023</b>	\$135,110
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$189,665</u>

**Status**

Approved

Line Item ID: 231-3-0058

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-BEHAVIOR SPECIALIST

**Account Number**

07 E 2100 110 0100 000

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

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

USING OUR SURVEY OF PARENTS, STAFF AND STUDENTS BEHAVIOR ISSUES ARE AFFECTING STUDENT LEARNING AND BEHAVIORS HAVE INCREASED IN THE LAST 2 YEARS DURING COVID. ONE BEHAVIOR SPECIALISTS WILL SUPPORT STUDENTS MENTAL HEALTH ISSUES DISTRICTWIDE. this includes payroll tax and benefits.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$87,480
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$87,480</u>

**Status**

Approved

Line Item ID: 231-3-0059

**Allocation Type**

True Up Allocation

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

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

**Account Name**

ESSER 3-PREMIUM PAY

**Account Number**

07 E 2100 110 0100 005

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

STAFF RETENTION FOR FY22 TOTALED \$18520 FOR 1 PARENTS AS TEACHERS, AND 13 COUNSELORS. FY23 WILL PAY 3 PARENSTS AS TEACHER STAFF, 14 COUNSELORS, 13 NURSES/HEALTH AIDES, AND 17 SOCIAL WORKER/PYSCHOLOGISTS \$1500 RETENTION PREMIUM. OUR SIDTSTROCT HAS SEEN OVER 50% TURNOVER RATE IN THE LAST 2 YEARS.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$18,520
<b>Budgeted Expenditures in SFY 2023</b>	\$70,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$89,020</u>

**Status**

Approved

Line Item ID: 231-3-0060

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER 3-JOCO CO-RESPONDER

**Account Number**

07 E 2100 300 0100 000

**Function Code**

2100 - Support Services (Students)

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

PARTNERSHIP WITH JOHNSON COUNTY MENTAL HEALTH TO PROVIDE 1 CO-RESPONDER TO PROVIDE ASSISTANCE WITH STUDENT MENTAL HEALTH CRISIS. OUR SURVEY RESULTS HAD HIGH RESPONSE FOR THE NEED OF MENTAL HEALTH SUPPORTS AND PARTICIPATION IN JOHNSON COUNTY ZERO REASONS WHY CAMPAIGN

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$55,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<hr/> \$55,000

**Status**

Approved

# ESSER III APPLICATION FOR D0240

Status  
Approved

## KSDE Application Comments

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

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Twin Valley	107 N. Nelson, Bennington, KS 674220038	Box 38, Bennington, KS 674220038
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Pam Irwin	pirwin@usd240.org	(785) 488-3325

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Pam Irwin	Superintendent	pirwin@usd240.org	(785) 488-3325

## Plan for Safe Return

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

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/2962/USD240/2615409/COVID\\_Operational\\_Guidelines\\_July\\_2022.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2962/USD240/2615409/COVID_Operational_Guidelines_July_2022.pdf)

## Use of Funds for CDC Guidance

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

In addition to the mask and stay-at-home protocols we have in place as a district, we have hand sanitizing dispensers throughout each building, and have students and teachers use hand sanitizer in the classroom multiple times throughout the day. Sanitizing wipes are also used throughout the day in rooms where students share desks. Our building custodians clean and sanitize all rooms in the building throughout the day, as well as using fog machines 3 times a week at the end of the day.

## Stakeholder Engagement

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

### Students

Over the past 2 years, building and district administration has met with different student groups (student council members and students selected from each grade level) multiple times to discuss ESSER funds, share the district plan for the use of these funds, and to solicit student feedback. There were also students who participated in the online community surveys, which were open to any student who wanted to respond. These surveys were sent out via text message and email and posted on the district and building Facebook pages. Students shared they wanted tutoring opportunities and additional field trip/experiential learning opportunities. ESSER II funds were used to sponsor both summer school/credit recovery options as well as an online tutoring program with college students.

## **Families**

The district conducted multiple Facebook live sessions in the during the 20-21 school year as well as the 21-22 school year. Each time, ESSER plans were shared and questions were reviewed to solicit feedback from participants. An online survey was developed and sent to parents/families of current students, as well as posted on the district Facebook page for patrons to access.

We received 63 responses representing approximately 130 students in Twin Valley. Grade level representation data included 16% for Prek, 64.5% for K-6, 25.8% for MS/JH, and 43.5% for HS. Race representation included White, Hispanic/Latino, Asian, American Indian, and Black or African American. Participants also marked whether they were representing a student with disabilities, a student identified as EL, or foster care.

Participants marked the following when asked what they wanted to see considered for the use of the ESSER III funds:

summer learning programs - 33.9%

after school tutoring - 48.4%

additional personnel for academic intervention - 48.4%

additional behavioral support - 48.4%

additional instructional materials - 41.9%

expanded social emotional programs and mental health supports - 59.7%

additional technology - 32.3%

more teacher professional development - 46.8%

purchasing additional cleaning supplies - 14.5%

Additional comments included the need to expand our summer school offerings and have additional staff to not have to combine grade levels.

With a combination of ESSER II and ESSER III funds, all of these items have been or will be addressed.

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

All administrators (4) had a hand in developing the ESSER III plan, thus there was approval of the plan. The district also collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. They've taken an active role in the process. The three building administrators have contributed their thoughts and ideas as well as expressing the needs of the teachers and students as we expand these funds including consideration for our special population groups. The administration felt the following should have a focus in our ESSER III plan: At-Risk Student Supports, Math intervention personnel, summer school programming, and social emotional curricular resources. These are all items written into the budget for both ESSER II and ESSER III.

In order to meet the demand of increased professional development for staff, our plan includes the hiring of a curriculum director/instructional support position. This position has been instrumental in facilitating discussions around data and how to meet the demands of the learning loss we experienced as a result of the pandemic.

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

The school district worked directly with our teachers in site council meetings and ESSER specific staff meetings. We also provided two surveys (open to all respondents) to address funding needs, look at subgroups, and ensure ESSER funds were meeting the needs of students, community, and staff. Due to the extreme challenge of keeping trained staff members and support staff during the Pandemic, there was unanimous support for premium retention payments to maintain the operations of the school district. Retention payments were part of our teacher agreement for the 21-22 school year, as well as issuing a winter retention bonus in both December of 2021 and December 2022.

District administration and Board of Education members met with representatives from the teachers' union to discuss how ESSER funds could be spent, and then met again when decisions were made regarding the use of ESSER funds for additional positions and for premium pay to ensure the union was in favor of these expenditures.

Staff also requested resources that provide a deeper level of understanding regarding student gaps in learning. The Fastbridge screener was purchased and is supported through the use of ESSER II and ESSER III funds, as well as support staff to provide both teacher support and student interventions.

## **Tribes**

No tribal land within the district.

Parents/families were surveyed. We have 1 person identify as affiliated with a Native American tribe. This person marked the following categories as "very important" on the ESSER III expenditure survey: summer learning opportunities, after school tutoring, additional staff for supporting both behavior and academics, new instructional materials to address learning loss and gaps, expanded social/emotional learning and mental health supports, additional technology, additional teacher professional development and additional cleaning supplies.

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

We have contacted Kansas Action for Children for information. Recommendations shared by a KAC representative include: expanding early childhood experiences and improved childcare and expanding/reviewing family support for nutrition. The district Superintendent is working with the community to expand childcare offerings in the district through the Bennington Childcare Facility committee. A nonprofit has been developed to oversee this work. Although this is not an ESSER III expense, it is being supported by the district through both general fund dollars and land distribution for the childcare facility.

USD 240 has been working with our food service management company to explore ways to expand what we offer students, with a 2nd chance breakfast being considered for implementation in the 2nd semester. We also provide a food backpack program for students who need food for the weekend.

Again, these are not supported through ESSER funds, but are being provided in other ways.

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

For the survey conducted, the following stakeholders were represented:

Students with disabilities - 10 responses

English Learners - 4 responses

Students experiencing homelessness - 6 responses of a possible 32 (We have 32 students who qualify through the homeless definition and McKinney Vento. The 6 responses collected represent were from 3 guardians who represent multiple children.)

Students in foster care - 1 response (We currently have 3 students in foster care, and the one response represents 2 of the 3 children.)

Migratory students - 0 responses (We currently do not have students who fit the category of migratory.)

incarcerated students - 0 responses (We currently do not have students who are incarcerated in our district.)

Of those who marked they represented students with disabilities, additional behavioral support and interventions, additional academic interventions, and expanding social/emotional learning and mental health services were the highest priority.

Of those who marked they represent homeless students, additional learning opportunities, additional personnel for academic and behavior supports, additional resources and technology, and additional cleaning supplies were all high priorities.

Of those who marked they represented EL students, after school tutoring, summer school, and intervention programs were marked as the highest priority.

Additional professional development for staff was also marked as a high priority by those representing students with disabilities and those identified as EL.

From the person who marked they represented a student in foster care, additional learning opportunities, additional personnel for academic and behavior supports, additional resources and technology, and additional cleaning supplies were all high priorities.

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

Patrons had the opportunity to respond to the survey shared through Facebook, as well as communicate their needs/concerns through the many Facebook Live sessions provided by administration. The survey included 63 responses representing over 140 students, and each Facebook live was attended by 30-50 stakeholders. Through our many communications, the following programs/interventions were supported as priorities for ESSER funds:

summer learning programs

after school tutoring

additional personnel for academic intervention

additional behavioral support

additional instructional materials

expanded social emotional programs and mental health supports

additional technology

more teacher professional development

purchasing additional cleaning supplies

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

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

Data has been reviewed over the past 2 years to determine areas of needed growth and areas of impact as a result of the pandemic. NWEA MAP data was used to compare both pre-pandemic and post-pandemic scores, as well as Kansas Assessments.

We saw a drop in growth areas at all levels, both elementary and secondary, in NWEA MAP scores for both reading and math. Kansas Assessment scores have also shown a decline since pre-pandemic, increasing our level 1s and 2s versus a decline in levels 3 and 4.

With our small subgroups, aggregate data was reviewed by grade level and free/reduced, but not by other demographics. Building principals and teachers reviewed individual student data for learning loss and gaps in understanding.

We've implemented the Fastbridge screener in both the 21-22 and the 22-23 school years. This data is showing a gap in reading at the 2nd grade level that could have a direct tie to a reduced understanding of phonemic awareness. This group of students participated in Kindergarten wearing masks, which made it very difficult to address phonemic awareness. We are having to backtrack to reteach those skills as we see the gaps in grade levels not seen prior to the pandemic.

The other area in which we are working to address are behavioral issues. By hiring additional student support staff, we are able to provide both individual student supports, but also classroom instruction on areas such as perseverance and goal-setting. Our social emotional learning program provides a structured approach to ensure students have tools in their toolbox to address different needs as they arise, at all levels of education from PreK-12.

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

ESSER III funds have allowed us to continue several of the initiatives started through ESSER II programs. ESSER III funds will support additional years of support staff salaries for both behavior supports and academic supports specifically in the area of math. Our 20% set aside is \$142,400. The salaries for two student support staff providing social emotional and behavior supports, as well as our elementary math specialist and elementary math aid are well above this amount. Our Elementary Math specialist is using Bridges to Mathematics as an intervention tool during Multi-Tiered System of Supports (MTSS) scheduled time with both tier 2 and tier 3 students. Our Title Reading teacher is using the 95% Group lesson libraries as both a tier 2 and tier 3 support. Fastbridge interventions are also used as tier 2 and 3 interventions. Moby Max is also being utilized as a tiered intervention support in the area of math at the elementary level.

The Character Strong program is being utilized PreK-12 as our tier 1 social emotional learning program. In addition to the use of this program, the student support services team provides tier 2 and 3 supports to students in need through check-in/check-out processes.

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

In addition to the areas being addressed that focus on learning loss in math and reading, USD 240 is also using the ESSER III funds to support the purchase of a social emotional learning resource, Character Strong. This program is being used as a tier 1 program at all levels PreK-12, with the student support services staff providing lessons to each class and classroom teachers providing follow-up support between lessons.

In addition to the social emotional learning program, ESSER III funds are being used to provide premium pay/retention pay for ALL staff, both classified and certified, to pay the salary of a curriculum director/instructional support position, and an additional nurse who is instrumental in our COVID testing protocols.

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



USD 240 administration and teachers review both academic and behavior data monthly and quarterly to ensure all students are getting what they need. We use Fastbridge screener data to show impact, as well as Kansas Assessment and NWEA MAP data to show more long-term progress. Our goal is to have fewer students in tier 2 and 3 categories in Fastbridge, as well as having more students score in the levels 3 and 4 on the Kansas Assessments and showing appropriate growth on the MAP assessment.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$702,265	\$0	\$702,265	ESSER III Allocations	\$140,453
Approved Total	\$482,790	\$0	\$482,790	Approved Total	\$147,000
Amount Left	\$219,475	\$0	\$219,475	Amount Still Needed	\$0
In Review Total	\$219,475	\$0	\$219,475	In Review Total	\$78,475
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
240-3-0013	Direct	False	1000	110	12	\$141,000	Task Force Review
240-3-0014	Direct	True	1000	610	12	\$35,075	Task Force Review
240-3-0015	Direct	True	1000	110	12	\$43,400	Task Force Review
240-3-0001	Direct	False	1000	110	11B	\$68,000	Approved
240-3-0002	Direct	True	1000	110	12	\$144,000	Approved
240-3-0003	Direct	False	1000	110	10	\$66,000	Approved
240-3-0006	Direct	False	1000	100	16	\$128,200	Approved
240-3-0007	Direct	True	1000	650	12	\$3,000	Approved
240-3-0009	Direct	False	1000	650	9	\$26,160	Approved
240-3-0010	Direct	False	2300	300	16	\$22,500	Approved
240-3-0011	Direct	False	1000	610	16	\$18,900	Approved
240-3-0012	Direct	False	1000	650	9	\$6,030	Approved

## Line Item Details

Line Item ID: 240-3-0013

**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**

Certified Salaries

**Account Number**

73-1000-110-0-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Personnel - Instructional Coaching and Staff Support - Director of Curriculum and Instructional Support (22-23, 23-24)  
 The Director position was added this year as we are moving to a new learning management system. This platform does not include resources, so our teachers are writing curriculum and instructional resources to use in the new management system. The Director is facilitating this work for all secondary grade levels, 7-12, in all content areas, as well as for science and social studies for K-6. In addition, this staff member is also providing instructional supports to not only new staff, but to veteran staff as we are working with academic gaps on a larger scale than we have in the past. He is working in an instructional coaching capacity, observing and providing feedback, modeling, and assisting with data analysis to determine academic needs for all students. Training teachers and administration on how to utilize the Fastbridge system for data and intervention/instructional guidance, is also a large focus of the position.

The Director has spent a great deal of time working in our higher poverty building collaborating/training teachers teaching students who fall into the high poverty category. He also attends IEP meetings to ensure learning loss is being addressed with our SPED population.

As the curriculum work is being done, we are analyzing data to determine whether the gaps in learning are from an instructional method angle or are a curriculum and resource problem. We are working to ensure we are closing the gaps that have occurred from students being out of the classroom for weeks at a time, or from issues created while students were wearing masks or social distancing. It will take us multiple years to recover from some of the issues created during the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$70,500
<b>Budgeted Expenditures in SFY 2024</b>	\$70,500
<b>Total Expenditures</b>	<u>\$141,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Supplies

**Account Number**

73-1000-610-0-00

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Resources for Tiered Supports and Instructional Classroom Materials

As we continue to explore methods to address learning loss, one area of need is teacher resources. These funds are set aside to purchase manipulatives, hands-on resources, and programs to address learning loss in both reading and math. Specific intervention resources have and will be purchased that target the needs identified through the Fastbridge screener, as well as the diagnostic assessments administered.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$23,000
<b>Budgeted Expenditures in SFY 2024</b>	\$12,075
<b>Total Expenditures</b>	<u>\$35,075</u>

**Status**

Task Force Review

Line Item ID: 240-3-0015

**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**

Class Reduction Teacher to address learning loss

**Account Number**

73-1000-110-0-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

The incoming 3rd grade class for the 23-24 school year has significant academic and behavior needs that can be tied directly to the pandemic. This class missed crucial phonemic awareness and reading skills due to significant loss of face-to-face instruction and wearing masks when in school. In addition to academic gaps, we are also seeing an increase in behaviors with this group of students compared to other classes. This group of students did not have the opportunity to socialize as kindergarten students because of the 6 foot rule and wearing masks, so they are missing the ability to see social cues of their peers. This has caused significant behavior problems.

We will hire an additional teacher for this specific grade level, splitting the class into 3rds rather than our typical 2 classes per grade level. By reducing the class sizes, we will change our approach to more of a small group instruction approach throughout the day. Students will be in classes of 10-12 rather than 17-19. This will allow our teachers to meet more easily in groups of 3-4 students multiple times a day to more effectively meet their individual learning and social-emotional needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$43,400
<b>Total Expenditures</b>	\$43,400

**Status**

Task Force Review

Line Item ID: 240-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Salaries

**Account Number**

73-1000-110-0-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Summer School to address learning loss due to the pandemic. This includes students with disabilities, tier 2 and 3 students, and EL students.

The Summer School program is for not only identified students who need additional supports, but any student interested in attending the program. We provide this learning opportunity for 2 weeks in both June and July. A director is employed who organizes activities and schedules for students and staff involved. In addition to the director, we employ 6 certified staff and 3 classified staff, as well as bus drivers, for our summer program. Each day, students participate in both math and reading intervention sessions focusing on their individual needs based on end-of-year Fastbridge data and KAP data, as well as enrichment activities to expand their thinking and problem-solving skills and social emotional skills. For our SEL lessons, the Character Strong program is utilized which reinforces the SE lessons conducted during the school year. The 95% Group Lesson libraries are utilized as one of the reading intervention tools, and specific math resources are utilized for math interventions. Another resource being used with primary students is the Heggerty program for phonemic awareness. We also utilize the intervention program available from Heggerty.

General education, identified SPED and EL students are allowed to attend, with appropriate supports in place to meet their individual needs. The use of the classified staff was dependent on the needs of the attending students each day, with the director and certified staff planning appropriately to meet those needs.

In order to maximize the staff available, we combined our summer program from Tescott and Bennington into one site, and provided transportation to all students to ensure we are able to get the students who need the support to attend. Our program runs from 8-2 with lunch provided each day Monday - Thursday. Because of the distance in transportation, we had to add an additional route to keep all students on school transportation for less than 1 hour.

Although we were in-person each day during the pandemic, our learning loss can be linked to mask use at the primary level as well as attendance issues. We had students that were in a quarantine situation for up to a month at a time during the 2020-21 and 2021-22 school years, attending remotely. We know that our primary students struggle with phonemic awareness and listening and speaking skills due to not seeing the face of the teacher. So some of the time is being used for filling gaps created by attendance issues, and some are gaps identified and tied to other issues seen during the pandemic. Our social emotional lessons are also tied to collaboration and students working together, as that was also something that was limited due to social-distancing. We are doing these same things in the classroom during the regular school year, however some students need more time and practice than others.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$38,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	\$68,000

**Status**

Approved

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Salaries

**Account Number**

73-1000-110-0-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Personnel - Elem Math Specialist, Elem Math Aid (21-22, 22-23, 23-24)

The Elem Math Specialist and Math Aid will provide Tier 2 and Tier 3 instruction for grades K-6 in two buildings, one in Bennington and one in Tescott. The Math Specialist will be working with students who are 1 or more grade levels below in math skills. Utilizing Fastbridge data, the Math Specialist serves as the foundation of our elementary MTSS structure. Classroom teachers are also a piece of the MTSS puzzle. The Math Specialist will provide instructional supports to classroom teachers as they work to close the learning gap for all students. The Math Specialist will not only train the Math Aid in the use of intervention materials purchased through ESSER funds, but also train classroom teachers to utilize these materials in the classroom during small group instruction.

Our data shows that we have gaps in learning that are directly related to the pandemic and times students were not in the classroom during the pandemic years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$40,000
<b>Budgeted Expenditures in SFY 2023</b>	\$52,000
<b>Budgeted Expenditures in SFY 2024</b>	\$52,000
<b>Total Expenditures</b>	<u>\$144,000</u>

**Status**

Approved

Line Item ID: 240-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Salaries

**Account Number**

73-1000-110-0-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Personnel - Year 3 of Student Support Positions (23-24)

We have hired 2 student support positions through ESSER funds. One of those positions is now partially funded through another grant source. The ESSER 3 funds are to pay for 1 full time student support specialist and a portion of a salary for a 2nd position. We implemented these positions in 21-22 and 22-23 using ESSER II funds. ESSER 3 funds will get us a 3rd year of these positions.

During the pandemic and since, we have seen an increase in student behaviors. The student support specialists are instrumental in dealing with student behaviors throughout the day. In addition, they are also responsible for not only teaching our social-emotional learning curriculum and planning follow-up lessons to be used by classroom teachers PreK-12.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$66,000
<b>Total Expenditures</b>	<u>\$66,000</u>

**Status**

Approved

Line Item ID: 240-3-0006



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

73-1000-110-0-00

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need****Premium Pay**

Premium Pay has been administered to all staff, both certified and classified, for both retention and additional work. A 2% stipend was issued during the 21-22 school year for retention to keep staff and to hire new staff in hard to fill positions. In addition, premium pay is built into our plan to provide retention/premium pay to employees who are all doing extra duty as we still maintain many of the cleaning protocols we started during the 20-21 school year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$93,200
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	<u>\$128,200</u>

**Status**

Approved

Line Item ID: 240-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Technology

**Account Number**

73-1000-650-0-00

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fastbridge Screener - FY24 contract

Prior to the pandemic, the district was using NWEA MAP and Kansas Assessment data as the means to determine what learning gaps to work on during MTSS and small group instruction time. Through the implementation of the Fastbridge screener, we have the ability to address gaps in learning at a more granular level, as well as knowing which students require additional diagnostics to have a clearer picture of their individual learning needs.

This tool is utilized for all grade levels K-12 in reading, math and social-emotional/behaviors.

The screener assessments administered will allow us to pinpoint gaps in learning that have a direct tie to the 20-21 and 21-22 school years where students were missing instruction and intervention time due to quarantines.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
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<b>Total Expenditures</b>	<u>\$3,000</u>
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**Status**

Approved

Line Item ID: 240-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Technology

**Account Number**

73-1000-650-0-00

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New website to increase communication with parents and families

Communication with parents and families continues to be both a struggle and a goal in USD 240. During the pandemic, this became even more apparent as we work to find what communication methods work best for each family. Some parents/families utilize the building and district social media, while others prefer an email with information needed.

The new website provides both updated information in a static format, but also a messenger tool that allows us to share information with parents/families through email, text or voice mail. In addition, this new platform allows us to share information quickly as it connects the website, the messenger, and different social media platforms in one place for a staff member to update. Staff only needs to put the information in one place and hit send to get it to parents/families in a variety of ways.

The ESSER funds will allow us to not only get the set up and training needed to utilize the system, but to also pay for the first 2 years of use before general fund dollars need to be spent.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$17,160
<b>Budgeted Expenditures in SFY 2023</b>	\$4,500
<b>Budgeted Expenditures in SFY 2024</b>	\$4,500
<b>Total Expenditures</b>	<u>\$26,160</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Purchased Professional Services

**Account Number**

73-2300-300-0-00

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Federal Audit only needed as a requirement due to increase in federal funds through ESSER funds.

<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>	\$7,500
<b>Total Expenditures</b>	<u>\$22,500</u>

**Status**

Approved

Line Item ID: 240-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies

**Account Number**

73-1000-610-0-00

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Emotional Curriculum - Character Strong program used for grades PreK- 12.

USD 240 has been monitoring our data regarding behaviors for several years, and we've seen an increase in student behaviors across the board from PreK to our secondary grades.

The Character Strong program is a program designed to address many character traits seen as valuable tools for students both in and out of the school setting. The program provides 40-60 minute lessons that can be delivered 2-3 times a week or as a supplement used as follow-up to full lessons. Our Student Support Specialists utilize the Character Strong program for bi-monthly lessons for all grade levels K-12, and our classroom teachers utilize the resource for follow-up sessions conducted at the classroom level to support the student support specialists. In addition, there are parent communication tools provided in the program that are shared monthly and quarterly to reinforce the lessons and topics.

Sample character topics include perseverance, honesty, grit, belonging, just to name a few.

The resource requires an online subscription to have access to the lessons, worksheets, videos and instructional resources.

We also had to pay a set up fee with the initial purchase. The cost outlined covers the initial set up fee and 2 additional years of purchase.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,500
<b>Budgeted Expenditures in SFY 2023</b>	\$4,200
<b>Budgeted Expenditures in SFY 2024</b>	\$4,200
<b>Total Expenditures</b>	<u>\$18,900</u>

**Status**

Approved

Line Item ID: 240-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Technology

**Account Number**

73-1000-650-0-00

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

iPads and Laptops for classroom and at-home use

Prior to the pandemic, we had in-class use of iPads and laptops, but we were not 1:1. We purchased some technology through initial SPARKS funds provided through Ottawa County, but did not have enough to cover all of our primary students. The additional iPad purchase ensures we have enough devices for all students so we are not sharing devices. Devices can also go home with students during quarantine situations to ensure students stay connected to the learning that is occurring in the classroom each day.

The laptop(s) purchased are issued to staff and subs when we have a quarantine situation. We did not have additional devices for subs and this causes issues when we have a certified teacher trying to teach remotely from home with the sub in the classroom. A device is needed both at home and in the classroom for this to work.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,030
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,030</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0248

Status  
Approved

## KSDE Application Comments

Stakeholder Engagement Feedback

For Civil Rights Organizations - Special Education Cooperatives are not a civil rights organization.

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Girard	415 North Summit, Girard, KS 667431128	415 North Summit, Girard, KS 667431128
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Todd Ferguson	tferguson@girard248.org	(620) 724-4325

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Blaise Bauer	Superintendent	bbauer@girard248.org	(620) 724-4325

### Other District Representative 1 - Name

Laureen Masters

### Other District Representative 1 - E-mail Address

lmasters@girard248.org

### Other District Representative 2 - Name

Todd Ferguson

### Other District Representative 2 - E-mail Address

tferguson@girard248.org

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://www.girard248.org/vimages/shared/vnews/stories/601c12ada0e72/USD%20248%20Return%20to%20School%20Guide%20\(1\).pdf](https://www.girard248.org/vimages/shared/vnews/stories/601c12ada0e72/USD%20248%20Return%20to%20School%20Guide%20(1).pdf)

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Our school district has relied on the Crawford County Health Department as our guidance for making COVID mitigation decisions. Throughout this COVID pandemic, we have not varied from this. If they recommend it, we implement it. We will continue to follow their lead and guidance in the implementation of COVID protocols in our schools. Moving forward as recommended by our health department, we will continue our COVID testing program for staff and students. This will allow us to identify individuals who may be COVID positive and also help us keep students/staff in school who may have otherwise been quarantined. To keep this practice in place, we plan to retain the services of our testing team with assistance of KDHE and ESSER III Funds. In addition, we will keep PPE's (masks, hand sanitizer, food service equipment that will allow for social distancing, shields, etc.) in stock and continue to provide options/products for proper social distancing, especially in the area of food service.

We also plan to continue the employment of a full-time school therapist and an additional school nurse. Both positions were added in 2021-22 as a resource to deal with COVID cases and student social/emotional needs.

Through stakeholder input, we have garnered support for the afore mentioned preventions and strategies. The main theme from our stakeholders is to do whatever is necessary to keep our students in school.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

The superintendent of schools met with students of both the middle school and the high school student councils to discuss the proposed ESSER 3 plan, explain (with examples) the allowable uses that ESSER III dollars might be used for, and to receive feedback and input on what they would like to see in the plan. While in this meeting, the students completed an on-line survey to express their thoughts regarding the ESSER III plan. There were also students who participated in the online community survey, which was open to anyone who wanted to respond. When students were asked about their thoughts and ideas that should be included in the plan, the top three allowable uses that they identified were #1-continuing technology upgrades, #2 - facility upgrades that support student health needs and #3 - additional personnel and staff support for academic interventions. The students also expressed their appreciation for the supports that were in place during the past school year (testing program, school nurse, school therapist, etc..)

### Families

The superintendent sent a personal email to every USD 248 parent/guardian explaining the ESSER III plan and how it can impact our school district. In this email, families had an opportunity to complete a survey to express what they perceived as the most important needs in our school district to address the COVID pandemic and its fallout. In addition, every school board meeting since August of 2021 has included a board agenda item that provides ESSER updates and input. Our family/community survey had 305 responses. The breakdown included 212 (69.5%) parent/guardians, 32 (10.5%) students, 86 (28.2%) faculty members, 15 (4.9%) school administrators/board members, 5 (1.6%) individuals identified as Native American, 7 (2.3%) Self/Parent/Guardian for a child with disabilities, 4 (1.3%) Self/Parent/Guardian for a child in foster care, 33 (10.8%) School Community Patrons and 16 (5.2%) School Community Business Owner/Patron. The overall breakdown of our community survey data revealed that the top three desired allowable uses for ESSER III funding requests were #1 (187 responses or 61.3%)-continuing technology upgrades to support learning, #2 (183 responses or 60%) - Facility upgrades that support student health needs, and #3 (177 responses or 58%) - Additional personnel and staff support for academic interventions. The next three levels supported the use of additional personnel (covered in ESSER 2), summer learning programs (addressed in ESSER 1 & 2), and additional behavior support (covered in ESSER 2).

### School and District Administrators including Special Education Administration

Our school district employs five full-time administrators, 1 food service director, 1 maintenance director and 1 transportation director. We also have a shared Special Education Director with the SEK Special Education Cooperative. All parties have been actively involved for the past 7 months in developing the ESSER 3 plan, thus there was the approval/consensus of the plan. Many meetings have taken place to discuss the upcoming needs for our district in regards to addressing all components of the COVID pandemic and its aftermath. In addition, all school administrators and special education administrator's participated in the ESSER III on-line survey.



## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The superintendent met with all staff in the district on three different occasions during scheduled in-service days to discuss the ESSER III plan. All staff included classified and certified. During these meetings, the superintendent explained the ESSER III application process and specifically, the allowable uses that might be considered for ESSER III funding. The building principals met weekly with the superintendent during administration meetings to discuss ESSER needs. They, in turn, have addressed the ESSER III plan in their perspective staff meetings for the past several months. In addition, the school district met directly with the Girard Teachers Association to address funding needs of students, the community and staff. Lastly, all parties in this group were invited to complete the ESSER III funding survey to provide input and prioritize the possible funding request for allowable uses.

## **Tribes**

Our school information system indicates that we have 5 students/staff in the district who identify as Native American. None, to our knowledge, are connected to a tribe. The superintendent personally reached out individually to each of these members through face-to-face contact and through a personal email that detailed the ESSER III application process and the allowable uses that might be considered for funding. All five individuals completed the on-line survey and expressed their perceived needs, educationally and emotionally, for continuing and/or new resources that might be considered with ESSER III funding. The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 - continuing technology upgrades, #2 - expanded social/emotional/mental health services, and #3 - after school programs to support academics.

## **Civil Rights Organization including Disability Rights Organizations**

We worked closely with our local special education cooperative actively to support students with disabilities to ensure our plans meet the needs of all students. The SEK Interlocal collaborates with member districts in providing special education and related services to identified district students. The American Rescue Plan Act of 2021 requires LEAs to engage in meaningful consultation with specific stakeholder groups within the LEA and community. Our local SEK cooperative offered the following input that was considered in our ESSER III application:

Need: In consultation between the district and the SEK Interlocal, both entities recognize needs and priorities of learning loss, and an increase in psychosocial issues, for disabled students directly related to the pandemic and subsequent school closure and disruptions. Specifically:

\*School Closure and Remote Instruction implemented for students created learning loss for some students, especially those who require extra academic assistance, benefit from direct peer modeling, or whose instruction requires differentiation and individualization. Students with health disabilities have been especially impacted.

\*Disruptions in access to peers, structured educational environments, and behavioral supports have increased the intensity and need for social emotional supports for many students including students with disabilities.

Priorities: The district and SEK Interlocal acknowledge that utilizing ESSER III dollars to support the following types of extra supports would benefit not only students with disabilities, but all students:

\*Expanded learning opportunities such as after school programs and summer school programs to provide enriched learning opportunities.

\*Increased professional and staffing increases to expand access and support for individualized learning. This may require increased cost of funding to raise compensation levels in effort to compete with a human resource shortage.

\*Programs and resources to support students and families experiencing social-behavioral issues. This could include school-wide behavioral supports, and increased access to staff trained to address these needs.

\*Activities or implementation of best practices related to health and wellness such as increased nursing staff, health education and exercise programs. Modifications to the school environment and use of advancements to promote air quality and a sanitary environment.

The district also reached out to Lane Williams, the legal director for the Disability Rights Center of Kansas. He provided this input that we took into consideration when developing our plan:

"The Disability Rights Center of Kansas supports schools in Kansas which are trying to obtain additional educational supports and services to address the loss in learning by students, particularly students with disabilities, due to the covid pandemic. DRC is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. We are a private non-profit which provides legal advocacy services to clients on a variety of disability rights issues, including education issues encountered by students with disabilities. Since March 2020, our office has received numerous calls from parents of children with disabilities with concerns about the harmful disruption to the educational progress of their children due to the pandemic. They see their children, like their peers, struggling to catch up to where they were educationally prior to the onset of the pandemic. Unlike their peers, however, their disabilities often create an additional barrier to making progress. Additional supports and services, such as summer enrichment programs and after school tutoring, are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic."

**Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Our data in our school information system indicates that we do not have any students identified as homeless, migrant or incarcerated. To seek input from parents/guardians for students with disabilities, English learners, in foster care and other underserved students, the superintendent sent a personal email to all the parents/guardians explaining the ESSER III application process and the allowable uses that we may consider to request ESSER III funding. In this email, they were invited to complete an on-line ESSER III survey to provide personal input. We also had personal face-to-face communication with our ESOL parents and students in Foster Care to better explain the ESSER III application. In addition to reaching out to our parents/guardians of students with disabilities, we also requested input from our local special education cooperative for their input on how we can better serve this population moving forward in regards to the COVID pandemic and it's aftermath. Below is a breakdown of our survey information:

Self/Parent/Guardian/Representative for a child with disabilities: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were: #1 - additional support for academic intervention, #2 - additional instructional materials and resources, and #3 -continuing technology upgrades.

Self/Parent/Guardian/Representative for a child who is an identified English Language Learner (ESOL): The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 -additional personnel and staff support for academic intervention, #2 - additional instructional materials and resources, and #3 -facility health upgrades.

Self/Parent/Guardian/Representative for a child in foster care: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 -facility health upgrades, #2 - additional instructional materials and resources, and #3 -continuing technology upgrades.

### **Provide the public the opportunity to provide input and take such input into account**

The public is welcome to provide patron comments at our Board of Education meetings. Since August of 2021, we had an agenda item for our board meetings that provided ESSER updates/information/comments. In addition, we made a survey link available to our district stakeholders to provide input on what they perceived would be the greatest needs in our school district to address student needs in regards to COVID and its aftermath. The superintendent also reached out to our Chamber of Commerce Director to help solicit input from our business community. An email that detailed the ESSER III application process and the allowable uses that might be considered for ESSER III funding was sent out to all the business members of our local chamber. All members were invited to complete an ESSER III funding survey to provide individual input. The district also reached out to our public for input at PTO, Site Council and Strategic Planning committee meetings.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

During the 2021-22 school year, USD 248 was open and in session for face-to-face instruction. However, we had many disruptions due to COVID. 235 students and 45 staff members were infected with COVID. In addition, we had 447 students and 23 staff members who were in quarantine and not able to be in school at some point during the year. This obviously impacts academic and social/emotional progress. Below is a building-by-building synopsis of impact that we know COVID has inflicted on learning and social/emotional development/progress of our students:

Haderlein Elementary School (PreK-5):

All students PreK-5th grade take the Fast Bridge Assessment (Universal Screener) and the DRA (Developmental Reading Assessment). This data is used to drive our instruction to find out early on where reading gaps are, so we can give diagnostic assessments as needed to drill down to the exact need and make a plan for support. According to the Developmental Reading Assessment, in the Winter of 2021, 74% of students were at or above the benchmark while 26% did not reach the benchmark. Last year at this time (Winter of 2020), 60% of students were at or above the benchmark while 40% did not reach the benchmark. While this is an improvement overall, our building goal is to increase the percentage of students scoring proficient in reading and to solidify foundational skills in the early grades for all students to ensure success in later years.

Looking at Universal Screening data from December of 2020 to December of 2021. Students increased from 60% scoring at the Tier 1 level to 75%. Our goal is to be at 80% by the end of each school year. Our Tier 3 population went from 24% in December of 2020 to 16% in December of 2021. Our goal for students scoring Tier 3 at the end of each year is 5%.

#### Social Emotional Screener

This is our first year offering a social emotional screener to our students. Since we continue to see a great need in this area, we hope this data will be valuable in decision making around the best ways to support our students. All 2nd-5th grade students completed the mySAEBRS screener. This is a self-assessment taken individually.

At the second grade level, 65% showed a low risk with 35% of students showing some risk. Within our 3rd grade, 91% showed a low risk with 9% of students showing some risk. At our 4th grade level, 93% showed a low risk, 5% of students showed some risk, and 2% showed a high risk. Within our 5th grade, 82% showed a low risk, 15% showed some risk, and 3% showed a high risk. This data is based on our 2021 winter benchmark.

Compared to our district level and considering 2nd-12th grade scores, 80% of the student group scored as low risk, 16% scored some risk and 4% showed a high risk.

#### Girard Middle School (6-9):

As we look at academic data for Girard Middle School students, we have seen an increase in the number of students who have been negatively impacted due to a loss of learning time as a result of Covid-19. Girard Middle School uses STAR reading as a measurement for academic progress of students. This nationally normed test is used to identify at risk students and helps us make academic decisions for students.

8th grade students have seen the highest level of negative impact. In the 2019-20 school year 3 students or 6% of the class was below the 10% rank. These students were 6th graders during the "Covid" year, when students lost in person classes during the 4th nine weeks. During the 2020-21 school year 7 students or 12% of the class scored below the 10% rank for the STAR assessment. During the 2021-22 school year the number of students below the 10% rank is 8 students or 14% of the class. As we look at the other end of the spectrum, students who were at above the 40th percentile rank in 2019-20 we had 31 students or 57% of the class. By the 2020-21 school year that number decreased to 28 students or 47% of the class. During the current school year 21-22 the number increased to 29 students above the 40% rank of 52% of the class.

As we look at the 7th graders, they have only used the STAR test for two years but we can see a negative trend with them as well. In the 2020-21 school year 10 students or 14% were below the 10% rank. In the 21-22 school year we have 12 students or 16% below the 10% rank. As you can see we have seen a negative increase in the amount of students below the 10% ranking based on STAR assessments. This is tied directly to the learning loss associated to Covid-19.

#### Girard High School (9-12):

As we look at the impact of the Covid 19 pandemic on educational skills and attainment at Girard High School, we can point to numerous data points that show an almost three-year window of impact that we have not seen previously at GHS.

The first data point we have looked at is the STAR test that measures a student's overall reading level. This test has been for well over 15 years at GHS and we have never seen the lack of increases like we have during the Covid 19 pandemic. Rarely, if ever, have we seen students who were not in the bottom benchmark percentile increase. This percentile mark would be below the 10th percentile as normed nationally. Over the past two years, every grade level at GHS has seen at least a 6% increase in this category. In comparison, over the last fifteen years we have only had one class show this much increase in this category.

The second data point that shows the negative impact of Covid 19 is the district's overall ACT composite. Over the past two years our district composite while still about the state average has dropped. The past two years the composite average has been 20.8 and 19.7, these scores are the lowest the composite scores the GHS has had by almost one point over the past 10 years.

The third data point to show the negative impact of Covid 19 is the measurement of chronic absenteeism, which is defined by the state as if the student misses more than 10% or more days of school. USD 248, while still well above the state average, has shown an increase of over 2% over the past two school years.

Overall, we have not seen a disproportionate impact on our special populations other than our IEP students who have missed school due to COVID infection and/or quarantine. We have noticed an increase in overall school discipline issues that we also believe can be attributed to COVID and the uncertainties/disruptions it places on our students.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss. The research indicates that students participating in these types of programs can maintain and gain in their learning experiences over the summer months and/or extended day. Besides direct learning and enrichment for students, the research shows that the instructional staff must be actively involved in continuous learning to enhance their teaching. The district will provide this support through multiple avenues. Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher 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	\$1,552,876	ESSER III Allocations	\$310,576
Approved Total	\$1,269,850	\$0	\$1,269,850	Approved Total	\$554,697
Amount Left	\$283,026	\$0	\$283,026	Amount Still Needed	\$0
In Review Total	\$33,698	\$0	\$33,698	In Review Total	\$30,328
Amount Left	\$249,328	\$0	\$249,328	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
248-3-0030	Direct	True	1000	610	12	\$14,000	Task Force Review
248-3-0031	Direct	True	2210	320	12	\$15,000	Task Force Review
248-3-0032	Direct	False	1000	610	12	\$3,370	Task Force Review
248-3-0033	Direct	True	2210	736	9	\$1,328	Task Force Review
248-3-0001	Direct	False	2600	730	14	\$212,117	Approved
248-3-0002	Direct	True	1000	653	12	\$106,500	Approved
248-3-0003	Direct	True	1000	120	12	\$67,192	Approved
248-3-0004	Direct	True	1000	110	11A	\$23,520	Approved
248-3-0005	Direct	True	1000	110	12	\$2,520	Approved
248-3-0006	Direct	False	1000	120	10	\$67,192	Approved
248-3-0007	Direct	True	1000	110	11A	\$6,825	Approved
248-3-0008	Direct	True	1000	653	12	\$3,230	Approved
248-3-0009	Direct	True	1000	110	12	\$3,300	Approved
248-3-0011	Direct	True	1000	610	12	\$1,000	Approved
248-3-0012	Direct	False	1000	610	10	\$17,000	Approved
248-3-0013	Direct	True	2210	320	12	\$28,260	Approved
248-3-0014	Direct	True	1000	110	12	\$50,000	Approved
248-3-0015	Direct	True	1000	110	12	\$120,000	Approved
248-3-0016	Direct	False	2600	730	14	\$122,944	Approved
248-3-0017	Direct	False	2130	110	10	\$40,000	Approved
248-3-0018	Direct	False	1000	120	16	\$74,800	Approved
248-3-0019	Direct	False	1000	110	16	\$88,000	Approved
248-3-0020	Direct	False	1000	122	16	\$12,600	Approved
248-3-0021	Direct	True	1000	110	12	\$55,000	Approved
248-3-0022	Direct	True	1000	110	11B	\$7,350	Approved
248-3-0023	Direct	True	2210	320	12	\$5,000	Approved
248-3-0024	Direct	False	2210	320	10	\$3,500	Approved
248-3-0025	Direct	True	1000	110	12	\$55,000	Approved
248-3-0026	Direct	False	1000	610	12	\$20,000	Approved
248-3-0027	Direct	True	1000	610	12	\$20,000	Approved

248-3-0028	Direct	False	1000	610	12	\$45,000	Approved
248-3-0029	Direct	False	2100	629	10	\$12,000	Approved

## Line Item Details

Line Item ID: 248-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instruction-Elem

**Account Number**

96542

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be utilizing Benchmark Phonics in our building. This is a need to close the learning gap that we've noticed within the last couple years. This phonics curriculum is based on the Science of Reading research and supports the components of Structured Literacy. Both whole group, as well as differentiation, is supported with this curriculum. With these funds, we will purchase K-1 teacher kits (print and digital supports) and assessments to utilize, along with a scope and sequence to support a gradual release model in order to grow independent learners. This curriculum will provide a systematic, explicit approach to phonics instruction as we support our students toward these goals.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$14,000
<b>Total Expenditures</b>	\$14,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 248-3-0031



**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**

Professional Development

**Account Number**

96521

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

320 - Professional-Education Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

LETRS Training is available to our staff that are interested in learning more and diving deeper into Language Essentials for Teachers of Reading and Spelling. The training provides teachers with the skills needed to master the fundamentals of reading instruction. With Covid-19, we've observed gaps in student phonics and phonological awareness skills. Our younger students, especially K-2, need this intense instruction to close the gap. We have to train our teachers well with the tools and strategies needed to support this need. Our teachers going through this 2 year training will dedicate many hours to learning, reading, and participating in group discussions. We will be offering a stipend for those that complete the training successfully as an incentive to gain this deep understanding that is needed to support our young learners in these areas. Each teacher will be receive \$500/year for successful completion.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
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<b>Total Expenditures</b>	\$15,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 248-3-0032

**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**

Equipment-GHS

**Account Number**

93629

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the COVID Pandemic, many of our students were negatively affected by the changes in instructional education available and provided. Utilizing these tables for one-on-one support provided by special education staff will be greatly beneficial to our students with disabilities. These tabletops come with dry erase boards on their surface. This surface allows students to engage tactile learning while being supervised.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$3,370
<b>Total Expenditures</b>	<u>\$3,370</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 248-3-0033

**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**

Equipment Purchases-District

**Account Number**

93628

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

736 - Computers and Related Equipment (Including Software if bought as a package)

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

With the increased use of technology in the choir program, this new iPad would be able to better keep up with the level of music and apps that are used on a daily basis in the choir classes.

Now that we are using apps like Sight-Reading Factory, Forescore, Notability, and Garageband, students are able to interact with music content both in and out of the classroom (online). It also helps offer remediation to those who have missed consecutive days of school due to Covid.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,328
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,328</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 248-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

EQUIPMENT PURCHASES-DISTRICT

**Account Number**

93629

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

GMS HVAC: Air quality can create a safe/healthier environment in our classrooms and help deter in the spread of COVID-19. We need to replace the original HVAC units in parts of our middle school that are 24 years old. We will also add filtration systems to enrich the air quality.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$212,117
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$212,117</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "The overall breakdown of our community survey data revealed that the top three desired allowable uses for ESSER III funding requests were... #2 (183 responses or 60%) - facility upgrades that support student health need... Facility replacement projects to improve indoor air quality (#2 from stakeholders) - \$335,061 (HVAC/Windows)." Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 248-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SOFTWARE-INSTRUCTIONAL-ELEM

**Account Number**

93569

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

RVH Teacher: (Reduced class size)

In order to close the learning gap for our students, and to keep class sizes smaller, we are requesting a teaching position in the primary grades to help with class size reduction. Smaller class sizes have a positive impact on overall student learning. Some examples of the positive impact include accurate, timely identification of student learning disabilities, higher overall student achievement, improved student behavior limiting classroom disruptions, and fewer high school dropouts. This request will be for the 2022-23 and 2023-24 school years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$53,250
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<b>Budgeted Expenditures in SFY 2024</b>	\$53,250
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<b>Total Expenditures</b>	\$106,500
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative:

"Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratio's and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success."

"1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000

2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815"

Line Item ID: 248-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-ELEM PARA

**Account Number**

93528

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

MTSS Para Position: (Small group instruction, 1:1 intervention)

Due to the number of students on quarantine throughout the past two years, consistent and targeted instruction for our academically at-risk students has been greatly interrupted. Our MTSS interventionist cannot give the same quality explicit instruction during remote learning session as they would in-person especially to our K-2 population that are easily distracted when they are not in-person. Our research-based interventions such as Barton Reading and Guided Reading Plus are successful with children in small group settings of one to three students that are in-person. We are requesting two additional years be added to our MTSS Para position, which was added with ESSER II funds. This individual provides differentiation and support to our Tier 2 and Tier 3 MTSS students, along with materials and resources needed within the classroom to meet all academic levels. Small group learning takes place with this individual, as well as 1:1 intervention support to close the achievement gap. This position is invaluable in helping us address learning loss from the COVID pandemic and it's aftermath.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$33,596

**Budgeted Expenditures in SFY 2024** \$33,596

**Total Expenditures** \$67,192

**Status**

Approved

**Line Item Comment from KSDE**

#3 (177 responses or 58%) - additional personnel and staff support for academic interventions.

Line Item ID: 248-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-ELEM TEACHER

**Account Number**

93524

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

RVH Summer School: We will offer students an extended learning opportunity throughout the month of June in 2022, 2023 and 2024. We will focus on closing the gap and providing interventions to meet individual student needs in the areas of reading, math, and social emotional curriculum. Students will attend Monday-Thursday from 8:00-11:00 for 4 weeks. Four staff members will receive \$35/hour, which would include 12 hours of instruction time and 2 hours of plan time weekly.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,840
<b>Budgeted Expenditures in SFY 2023</b>	\$7,840
<b>Budgeted Expenditures in SFY 2024</b>	\$7,840
<b>Total Expenditures</b>	<u>\$23,520</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss."

Line Item ID: 248-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-MS TEACHER

**Account Number**

93523

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

GMS Summer School: Due to learning loss because of Covid-19, GMS will offer students an extended learning opportunity throughout the month of June in 2022, 2023 and 2024. We will focus on closing the gap and providing interventions to meet individual student needs in the areas of reading, math, and social emotional curriculum.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$840
<b>Budgeted Expenditures in SFY 2023</b>	\$840
<b>Budgeted Expenditures in SFY 2024</b>	\$840
<b>Total Expenditures</b>	<u>\$2,520</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss."

Line Item ID: 248-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-ELEM PARA

**Account Number**

93528

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**



**RVH Focus Room Para:**

Over the past two years we have seen a decline in student behavior at our school. Due to COVID protocols, long quarantines, and our school shutting down in the last quarter of Spring 2020, students are experiencing more anxiety and depression. All of the built up fear and sadness results in disruptive classroom behaviors, avoidance of classwork, and defiance. Due to COVID restrictions from the past two years outside of school, students have been more isolated than ever before. Therefore, we are seeing the maturity level of some of our students on a decreasing trend. Students in fifth grade act more like 2nd or 3rd graders. Some 2nd graders act more like kindergarteners. Due to all of this teachers need more supports in place within the school setting for students with these needs. We are requesting a full-time para to monitor a Focus Room for our building. The Focus room will all a place for students to go when the classroom is too much for them or they need a short break. Students who feel stressed or overwhelmed will have an immediate place to go to deescalate and/or calm down in a quiet, supportive setting. Some students will come to this room for a short period of time to finish assignments or get tutoring/intervention time if they were unable to focus during core instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$33,596
<b>Budgeted Expenditures in SFY 2024</b>	\$33,596
<b>Total Expenditures</b>	\$67,192

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "The focus of our planning and the reason for collaborating with such a diverse group was to ensure we were developing plans that not only address the general needs of our community but that we also maintained an important focus on addressing the specific needs of all students and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision-making throughout the pandemic and beyond."

Please describe stakeholder input. Specifically, are parents aware and in support of an alternate room where students will be out of the general education setting working with para professionals?

Per applicant response: "In our survey that we sent out to all parents/guardians, 50% wanted to see the school district invest some ESSER funds to address additional social emotional/behavior support and interventions (therapist/counselor services, student behavior programs/resources, etc.) In addition, our teaching staff at the elementary school listed this as the number one area to address in the building. We also presented our concerns to the elementary site council regarding increased student anxiety/ behavior that we attribute to the COVID pandemic and its aftermath (quarantine, lost school time, lost social time with peers, uncertainties regarding what school will look like moving forward, etc.). We shared the ideas of having a FOCUS room to help kids refocus so they can get back in the classroom ASAP. Parents appear to support this as an alternative to sending students home for the day if they can not display appropriate behavior to be in school. It is an alternative to keeping kids in school and offering behavior coping skills. The goal is for this to be a very short term placement (hours and not days). This model is used in some neighboring school districts with tremendous success. Our focus addresses the diverse groups within our student population. Collaboration/communication with staff/parents will be on-going as we work to ensure we are meeting the general needs of our community, along with specific needs of all students. These conversations will guide our decision-making throughout this process."

Line Item ID: 248-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-HS TEACHERS

**Account Number**

93522

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

GHS Summer School: Summer school will be offered to help students earn credit and academic skills lost due to the Covid 19 pandemic. This resource is needed for us to address Learning Loss due to the COVID pandemic and it's aftermath. The expenditure request estimate is for the summer of 2022, 2023 and 2024. The yearly cost is estimated at \$2,275. The total cost for three years is \$6,825.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,275
<b>Budgeted Expenditures in SFY 2023</b>	\$2,275
<b>Budgeted Expenditures in SFY 2024</b>	\$2,275
<b>Total Expenditures</b>	<u>\$6,825</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss."

Line Item ID: 248-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SOFTWARE-INSTRUCTIONAL-ELEM

**Account Number**

93569

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

RVH Reading Supplement: Our PreK-2 students have shown a great need for additional phonics and phonological awareness instruction. When our students transitioned to remote learning in the spring of 2020, it greatly impacted our primary level students. As we returned to on-site learning, student targeted interventions began to provide help in closing the gap. We have observed the additional need for Tier 3 interventions, as well as additional review to ensure the foundational skills are mastered. As we reflect on the learning impacts due to Covid, it was clear that we needed to invest in supplemental resources to continue building our student knowledge base in these areas. The online resource to supplement the Really Great Reading program costs \$95/teacher per year (July 1- June 30). We will purchase 17 online subscriptions to utilize in PreK-2nd grade classrooms, our Title department, and our Special Education program at those levels. This will provide additional opportunities for our students at the primary level to build and develop their phonics and phonological skills. The total cost for one year is \$1615. We will be requesting a subscription for 2 years, which equals a total cost of \$3,230.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,615
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,615
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<b>Total Expenditures</b>	\$3,230
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Systematic Instruction in Phonological Awareness and Phonics (PreK-2)"

Line Item ID: 248-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-ELEM SUB TEACHERS

**Account Number**

93527

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

RVH Instructional Coach Training: Our PreK-5th grade building implemented Comprehensive Literacy 7 years ago. This model provides leveled instruction daily within small groups. As we reflect on our building and the learning impacts due to COVID, it is clear that we needed to provide intense support/coaching for our teachers and the resources in place for each component within the model. We are requesting certification/training for a staff member to serve as an Instructional coach in the RVH building. During this time, our educator will need coverage to provide instruction in her current position. At a rate of \$110/day, we will need to pay a substitute teacher for 30 days throughout the school year, which equals \$3,300.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,300
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$3,300

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Provide re-search based professional learning opportunities for staff (district wide)"

Line Item ID: 248-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SUPPLIES-INSTRUCTION-ELEM

**Account Number**

93542

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

RVH Instructional Coach Training: Our PreK-5th grade building implemented Comprehensive Literacy 7 years ago. This model provides leveled instruction daily within small groups. As we reflect on our building and the learning impacts due to COVID, it is clear that we needed to provide intense support/coaching for our teachers and the resources in place for each component within the model. We are requesting certification/training for a staff member to serve as an Instructional coach in the RVH building. We will also be purchasing textbooks for this extended learning, which will cost \$1,000.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Provide re-search based professional learning opportunities for staff (district wide)"

Line Item ID: 248-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

SUPPLIES-INSTRUCTION-ELEM

**Account Number**

93542

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

RVH Social/Emotional Curriculum: (Second Step)

Student mental health and the social emotional needs of students impede academic success when not address early on in a child's life. The COVID pandemic has, and continues, to impact this issue in our building. We will purchase social emotional curriculum for our PreK-5th grade classrooms to address the social emotional and mental health of our students. Second Step is a research-based curriculum. This classroom-based program promotes the development of student's social-emotional competence and self-regulation skills.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$17,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$17,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Listed below are some of the evidence-based interventions that we would like to fund with ESSER III dollars:...Second Step Curriculum (5-12)"

Line Item ID: 248-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

PROFESSIONAL DEVELOPMENT

**Account Number**

93521

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

320 - Professional-Education Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

RVH Staff Literacy Training/Professional Development: Our PreK-5th grade building implemented Comprehensive Literacy 7 years ago. There is a great need for additional professional development to review the framework and components of our model. As we reflect on our building and the learning impacts due to Covid, one of our priorities is to continue the rigorous, evidence-based literacy instruction to effectively close the learning gap. Our classroom teachers have provided differentiated instruction targeting the skills needed based on our building wide assessments. We are requesting to provide training for our staff this summer around all literacy components and revisit the framework that supports every learner to ensure success. The virtual training this summer will include 3 staff members. Registration is \$600 total for participants. Each individual will be paid \$35/hour for attendance, 6 hours/day, 2 training days for a total of \$1,860 including registration and staff pay.

An additional literacy training will be offered this summer for all certified staff. This will be a one-day training. However, half of the staff will join on the first day and the other half will attend the second day. Teachers will be paid \$35/hour and will attend a 6-hour training. This includes 28 staff members attending and 4 staff members presenting. The total amount for this training is \$7,560.

The total cost submitted will include training for Summer 2022, Summer 2023, and Summer 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,420
<b>Budgeted Expenditures in SFY 2023</b>	\$9,420
<b>Budgeted Expenditures in SFY 2024</b>	\$9,420
<b>Total Expenditures</b>	<u>\$28,260</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Provide re-search based professional learning opportunities for staff (district wide)"

Line Item ID: 248-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-ELEM SUB TEACHERS

**Account Number**

93527

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

RVH Long-Term Substitute Teacher:

We are requesting a long-term substitute for the 2022-2023 and 2023-2024 school years to address learning loss and student academic achievement. This individual will provide one-on-one support throughout the school day to struggling students who need the additional support that was missed due to COVID. The focus will be on missing reading and math skills. Students K-5 that qualify will work with this individual daily to ensure foundational skills are mastered.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	\$50,000

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative:

"Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratio's and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success."

"1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000

2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815"

Line Item ID: 248-3-0015



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-MS TEACHER

**Account Number**

93523

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

GMS/GHS At-Risk Coordinator/Teacher:

In order to address learning loss due to Covid 19 pandemic, Girard Middle School and High School is requesting a new staff position to facilitate an at-risk program. The at-risk coordinator would spend half the day at the middle school and half a day at the high school. This program will benefit general education students who have fallen behind their classmates in educational knowledge and skills. This position will also allow for individual and small group learning as needed. The at-risk program would meet the following criteria for evidence based practices: (Small Group Instruction, Small Group Interventions, Mentoring, Multi-Tier System of Supports (MTSS), Student Teacher Ratio Reduction, Study Skills, Growth Mindset)

**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**

Approved

**Line Item Comment from KSDE**

Per narrative:

"Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratio's and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success."

"1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000

2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815"

Line Item ID: 248-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

EQUIPMENT PURCHASES-DISTRICT

**Account Number**

93629

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

RVH Window Replacement: We will be replacing 44 existing windows in the south wing of our elementary school that have been in place since the mid-1980's. These windows have broken seals and most of them will not open any longer due to worn mechanism parts that can't be replaced. With the replacement of these windows, it will allow us to provide better heating/cooling efficiency, allow us to open the windows for fresh air exchange and also provide a safety option to evacuate students during an emergency. The costs will include the window equipment and installation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$122,944
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$122,944</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: " Facility replacement projects to improve indoor air quality (#2 from stakeholders) " Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 248-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-MENTAL HEALTH

**Account Number**

93529

**Function Code**

2130 - Health Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

School Therapist: The COVID-19 Pandemic has negatively impacted the social/emotional/behavioral status of many of our students. We partnered with the Community Health Center of SE Kansas to hire a licensed full-time behavioral/emotional school clinical therapist. The salary will be shared. This expenditure request will be for the 2022-23 and 2023-24 school years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "We also plan to continue the employment of a full-time school therapist and an additional school nurse. Both positions were added in 2021-22 as a resource to deal with COVID cases and student social/emotional needs. Through stakeholder input, we have garnered support for the afore mentioned preventions and strategies. The main theme from our stakeholders is to do whatever is necessary to keep our students in school."

Line Item ID: 248-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

PREMIUM/RETENTION PAY-NON-CERT

**Account Number**

93532

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified Staff: In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium retention payment of \$500 for the 2022-23 and 2023-24 school year for all classified staff. The \$500 premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$74,800 (68 classified staff members X \$550 X \$37,400(per year) X 2 years = \$74,800). We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified for paras. These funds are being requested for SFY2023 and 2024. We will not provide the premium pay stipend unless approved by you. All staff will receive the same amount. We will inform the staff that if they are employed on the first day of school on August 12th, 2022, and are still employed/working on October 14th, 2022, we will pay them \$500 as a retention incentive to come to work. This will be repeated for the 2023-24 school year. If approved, we plan to pay them the \$500 incentive in our November 2022 & 2023 payroll.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$37,400
<b>Budgeted Expenditures in SFY 2024</b>	\$37,400
<b>Total Expenditures</b>	\$74,800

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)"

Line Item ID: 248-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

PREMIUM/RETENTION PAY-CERT

**Account Number**

93531

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified Staff: In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium retention payment of \$550 for the 2022-23 and 2023-24 school year for all certified staff. The \$550 premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$88,000 (80 certified staff members X \$550 X \$44,000(per year) X 2 years = \$88,000). We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified for paras. These funds are being requested for SFY2023 and 2024. We will not provide the premium pay stipend unless approved by you. All staff will receive the same amount. We will inform the staff that if they are employed on the first day of school on August 12th, 2022, and are still employed/working on October 14th, 2022, we will pay them \$500 as a retention incentive to come to work. This will be repeated for the 2023-24 school year. If approved, we plan to pay them the \$550 incentive in our November 2022 & 2023 payroll.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$44,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$44,000
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<b>Total Expenditures</b>	<u>\$88,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)"

Line Item ID: 248-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

PREM/RET PAY-PART TIME-NON-CER

**Account Number**

93533

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Bus Drivers: In order to retain transportation staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium payment of \$500 for the 2022-23 and the 2023-24 school year for all full-time classified staff (bus drivers) and \$250 for all part-time classified staff (bus drivers). The premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$12,600. We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified. These funds are being requested for SFY2022 and 2023. We will inform the staff that if they are employed on the first day of school on August 13th, 2022, and are still employed/working on October 14th, 2022, they will be eligible for the retention incentive. We will repeat this for the 2023-24 school year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,300
<b>Budgeted Expenditures in SFY 2024</b>	\$6,300
<b>Total Expenditures</b>	<u>\$12,600</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)"

Line Item ID: 248-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-ELEM TEACHER

**Account Number**

93524

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

(NEW ITEM) RVH KG Teacher: We have a very large incoming kindergarten class. Due to parent COVID concerns, many of these students have not had any pre-school prep. Our assessments indicate that many of these students are behind past incoming kindergarten classes academically and socially. Our kindergarten population includes a larger than normal at-risk student population, along with students that require small group academic support to meet their needs within the classroom. These students account for fifty percent of our incoming student population and specifically, this the marginalized population that we need to address. To keep our goal class size (18-1 ratio), we are requesting a teaching position for our Kindergarten classes. This is needed for our students to build meaningful relationships with our staff while receiving as much one-on-one or small group instruction as possible. In order for students to master foundational skills, class sizes need to remain small and manageable, especially with this vulnerable age group. Also, in order to meet the increased mental health and behavioral issues due to trauma, home life, etc, class sizes need to remain small. We strongly believe that by adding an additional classroom teacher to reduce class size, this will help us better address the marginalized population of students who need to be targeted.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$55,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$55,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

6/21 Because this line item is marked for the 20%, please describe how it will address learning loss as it relates to the disproportionate impact of Covid-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Line Item ID: 248-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARIES-HS TEACHERS

**Account Number**

93522

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

(NEW ITEM) After School Tutorial: This program will be used to specifically target the marginalize population of At-Risk and Low Achieving students who have been most impacted by the COVID pandemic. Students that work in the program are already behind, or at a high risk of falling behind their academic peers. Through remediation and small group tutoring students will be brought up to grade level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$7,350
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$7,350</u>
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**Status**

Approved

**Line Item Comment from KSDE**

6/21 Because this line item is marked for the 20%, please describe how it will address learning loss as it relates to the disproportionate impact of Covid-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Line Item ID: 248-3-0023



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Professional Development

**Account Number**

96521

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

320 - Professional-Education Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: The MARRE Literacy Conference will provide four of our staff members valuable information as we navigate through student data and create action plans to address learning loss. The science of reading, along with instructional strategies to meet the needs of all learners and all levels will be addressed during this conference. The focus will include not only reading, but also language and writing support to close the learning gap. We are constantly reviewing student academic data to determine interventions and adjustments to ensure instruction meets our building needs. After the pandemic, we have observed a learning gap that requires consistent and systematic instruction to ensure student growth across grade levels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 248-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Professional Development

**Account Number**

96521

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

320 - Professional-Education Services

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: Several of our teachers attended a workshop on Applied Educational Neuroscience this past summer. The presenter, Dr. Lori Desautels, was so good, teachers asked if we could bring her to speak with our whole building. She goes into detail on her Framework in Educational Neuroscience, and how knowing about this can impact a child's school day and learning in a positive way.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,500</u>

**Status**

Approved

Line Item ID: 248-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries-Elem Teacher

**Account Number**

96524

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: RVH 1st Grade Teacher: We currently have a very large kindergarten class. To ensure we are meeting the needs of all students while building solid foundational skills, we would like to request a fifth first grade teacher for the 2023-24 school year to keep our goal class size (18-1 ratio). It is important for our students to build meaningful relationships with our staff while receiving as much one-on-one or small group instruction as possible. Also, in order to meet the increased mental health and behavioral issues due to trauma, home life, etc, class sizes need to remain small.

Additional Information: Adding another teacher at this level and reducing class size will provide additional 1:1 support to Tier 2 and 3 students, special education students, ESOL students, along with opportunities to work in smaller groups daily to meet all of our student needs. This class is very needy and many of them started KG last year without attending daycares/preschool due to parents' decision to keep them home during COVID. This class is larger and more needy than any class we have in our elementary school. We also feel like they were the most impacted by COVID, for different reasons. Last year, we requested and was granted ESSER III dollars to hire an additional kindergarten teacher for this group to reduce class size. That was a one year request only. As we look at our data, we feel it would be a good investment of ESSER dollars to continue to offer an additional teacher again for this class as they enter the 1st grade next year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$55,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$55,000</u>

**Status**

Approved

Line Item ID: 248-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instruction-Elem.

**Account Number**

96542

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: Handwriting Without Tears is a program that supports the handwriting process as well as the overall writing process that is needed within our classroom. During the COVID-19 pandemic, students worked heavily on iPad devices and minimal time was spent on letter formation and proper handwriting techniques since students were remote learning during the final semester of our 2019-2020 school year. Handwriting has been something that we've discussed as a building the past couple years and have tried different strategies with our students. This program provides support for letter formation, motor development, consistent instruction across PreK-5th grade, common terms used with our students, and professional development for our staff in this area. Writing is one of the critical foundations within balanced literacy, along with spelling and grammar. This program will also support the writing process for our students in grades 3rd-5th. Students will utilize writing workbooks, follow a Building Writers curriculum, and continue to meet with their teacher for 1:1 conferencing to ensure they are working toward these goals successfully.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Approved

Line Item ID: 248-3-0027

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instruction-Elem.

**Account Number**

96542

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: Benchmark Phonics is a need within our PreK-5th grade building to close the learning gap that we've noticed within the last couple years. This phonics curriculum is based on the Science of Reading research and supports the components of Structured Literacy. Both whole group, as well as differentiation, is supported with this curriculum. This program includes print copies of decodable text, sound wall cards, sound-spelling cards, articulation videos, phonics and letter song videos, teacher manuals and assessments to utilize, student consumable texts that build vocabulary and background knowledge, and a scope and sequence within each level to support a gradual release model in order to grow independent learners. This also includes an intervention component that our Title groups will utilize as they build on those student's classroom learning and offer opportunities for transfer. This curriculum will provide a systematic, explicit approach to phonics instruction as we support our students toward these goals.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Approved

Line Item ID: 248-3-0028

**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**

Supplies-Instruction-Elem

**Account Number**

96542

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: Benchmark Phonics is a need within our PreK-5th grade building to close the learning gap that we've noticed within the last few years due to COVID. This phonics curriculum is based on the Science of Reading research and supports the components of Structured Literacy. Both whole group, as well as differentiation, is supported with this curriculum. This program includes print copies of decodable text, sound wall cards, sound-spelling cards, articulation videos, phonics and letter song videos, teacher manuals and assessments to utilize, student consumable texts that build vocabulary and background knowledge, and a scope and sequence within each level to support a gradual release model in order to grow independent learners. This also includes an intervention component that our Title groups and Special Education Department will utilize as they build on those student's classroom learning and offer opportunities for transfer. This curriculum will provide a systematic, explicit approach to phonics instruction as we support our students. These additional funds will support our phonics instruction for the next 5 years to ensure consistency and fidelity when working toward student literacy goals and will also provide a long range roadmap to address the learning loss of our students during the years of COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$45,000
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**Status**

Approved

**Line Item Comment from KSDE**

New

Line Item ID: 248-3-0029

**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**

Other Expense - Health

**Account Number**

12550

**Function Code**

2100 - Support Services (Students)

**Object Code**

629 - Other

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to Covid-19 implications, many of our students struggle to with peer socialization. Because of this, students mental health and ability to deal with student interactions have deteriorated. We would like to use ESSER 3 money to bring in Brooks Gibbs. Mr. Gibbs is a nationally recognized speaker on how to deal with adversity and bullying. I believe his presentation will help kids recognize and understand bullying, and how they can better manage peer interactions. We would like to bring Mr. Gibbs in at the beginning of the year, and then do a follow up presentation in the second semester. We feel that having two presentations would reinforce Mr. Gibb's message and help our kids the most.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

# ESSER III APPLICATION FOR D0253

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Emporia	1700 West 7th, Emporia, KS 668012424	P.O. Box 1008, Emporia, KS 668011008
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Allison Anderson-Harder	allison.harder@usd253.net	(620) 341-2200

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Allison Anderson-Harder	Superintendent	allison.harder@usd253.net	(620) 341-2201
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Rob Scheib		rob.scheib@usd253.net	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
Danielle Rollman		danielle.rollman@usd253.net	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<http://www.usd253.org/dashboard/>

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?



As with most communities, COVID-19 posed many obstacles to allow us to safely stay in school. USD253 however, has been very diligent in providing prevention and mitigation strategies so we can keep our students and staff safe throughout the pandemic. Many of the things we have put into place have been a result of careful planning and use of previous ESSER funding. Our district was able to utilize ESSER I and ESSER II funds to help implement many prevention and mitigation strategies over the course of the last couple of years. Our reopening plan has been kept up to date, and it details many of our efforts. A link to the plan is included in #4 above.

Previously, funds were spent on items such as: purchase of masks so each of our sites had a supply for those who did not have one to wear; extra pay for staff to provide supervision that allowed our students to stay in small cohort groups; additional time and staffing in our nurses offices to handle ill patients and to aid in contact tracing; staffing at main entrances to buildings for screening each morning; staff to assist with vaccination clinics; additional cleaning supplies; physical barriers for placement between individuals in close proximity to one another; pay for supervision in our elementary classrooms during lunch so large groups of students could stay safe and appropriately socially distance; in addition to other strategies utilized in the individual buildings. Previous dollars also provided some digital platforms our teachers used extensively when we were in remote learning. Staff have also received premium pay as part of their efforts as they worked through the challenges and barriers to educating our students.

At this time, we are planning to use ESSER III funds to provide additional pay for our substitute teachers. Subs have been difficult to come by in a normal year. Since the pandemic began many of the substitute teachers who filled our teacher vacancies have chosen not to return for one reason or another. Without the pool of subs we currently have, we would not be able to staff our classrooms, so we plan to raise the rate for our substitute teachers temporarily in an effort to recruit and retain more.

At this time we do not foresee the need to spend additional funds on other prevention or mitigation strategies. If the need arises, we may need to access some of our remaining funding to assist with these efforts.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

Emporia High School administration posed several questions to students to gain some insight into areas they feel would be beneficial to address through ESSER III funds. These questions were related to the culture and quality of education they have received. General feedback from students included:

Ensuring students have adequate time to complete tasks.

Compensating staff for the hard work they are doing. Students recognize staff have gone above and beyond what is expected due to the pandemic.

In spite of the challenges of the pandemic, relationships with teachers are growing and they are stronger than previous years.

Appreciating being in person to learn.

Students were also provided the opportunity to participate in a Stakeholder Survey. A summary of student input:

Students mentioned teachers are creating resources to meet curriculum requirements.

They support providing premium pay for staff to compensate for the added challenges of the pandemic.

Students want to be in school in person. Remote learning was difficult for many.

### Families

In an attempt to seek input from as many stakeholders as possible, the district developed a Stakeholder Survey. All stakeholder groups, including families, were invited to participate in a Stakeholder Survey. The Stakeholder Survey outlined each topic the district is initially considering in response to the current needs as a result of the pandemic.

A description of each topic the district is considering for ESSER III expenditures was included.

Each topic allowed participants to indicate their level of support, ask questions related to the topic, and share any other information they would like us to take into consideration for the topic.

The final section of the survey was open-ended and asked participants to share any other thoughts or ideas they wanted the district to consider as the plan for ESSER III funds are developed.

Families received a link to the survey information and were encouraged to participate in the Live Stream on February 10. Overall families were supportive of most of the proposed items.

**Math and Literacy Resources:** It is very important to our families that teachers have input into identifying the resources. They also shared the importance of ensuring the resource supports all levels of understanding to support students in tier 1, tier 2, tier 3, special education and students of a second language. It is also important to families that resources align to the state standards. Many families emphasized the resources should also be engaging, provide enrichment support, differentiated support, intervention, and apply to real-world situations. Several questions were asked regarding how teachers would be held accountable for using the resources as well as what autonomy they may have. These questions were addressed during the Live Streaming event. The district is outlining clear parameters for utilizing the evidence-based resources as well as the process for identifying supplemental materials if needed. Another important element is for the resource to include textbooks which students and families can access.

**Language Essentials for Teachers of Reading and Spelling (LETRS) Training for all preschool through elementary staff and any special education staff, reading specialists regardless of level and administrators:** There were several questions regarding what LETRS training was, so time was spent during the Live Stream event defining the training. Family feedback toward LETRS training was mostly in the form of questions to clarify how LETRS will be beneficial to teachers and students. They support the use of ESSER III dollars to fund a stipend to compensate teachers for their time and were appreciative of the opportunity to include upper level elementary teachers as well as secondary staff who may be supporting students with reading difficulties.

**After School Program; Extended Learning Option; and/or Summer Programs:** Families expressed support in having after school programs at each site so that transportation would not be an issue. Families were in support of an after school program in which academics were a component. However, they also expressed a desire to maintain a balance between the learning/tutoring components as well as building social and recreational skills. For all three options, families expressed concern related to making sure students had time to be kids without the pressure of academics. Families seemed receptive to summer programs that do not look like a typical summer school experience. They also expressed a desire that the district create a program that does not limit participation.

**Premium Pay for staff and Substitute Stipend:** In regards to premium pay for staff, the majority support the district utilizing ESSER III funds for premium pay as long as all staff are recipients. Families did express some desire that stipends be reserved for highly qualified substitutes but were concerned the stipend would not necessarily bring in the quality of substitutes the district needs. They also expressed a desire that rather than premium pay for staff, we should utilize the funds to retain academic interventionists to provide additional support for students who are not performing at grade level.

**Digital Platforms:** The area that received the least support from families was related to digital platforms. To support remote and hybrid instruction, USD #253 utilized ESSER I and ESSER II funds to purchase district licenses for several digital platforms which included Pear Deck, Raz-Plus, Annotate.net, and Padlet. Due to the limitations on remote access, families had questions regarding whether it was necessary to utilize the funds in this manner. They also expressed a concern with students being on technology platforms throughout the day. Analyzing the use of those tools as well as seeking teacher input was expressed by families as the district considers whether this should be an option or not for ESSER III expenditures.

Other input from families emphasized the importance of including teachers in the planning for ESSER III expenditures. The families also requested the district share the plans for the expenditures as there is uncertainty from their viewpoint in terms of how ESSER I and ESSER II were spent.

## School and District Administrators including Special Education Administration

Our initial plan for use of ESSER III was presented to our PK-5 administrator group on Thursday, February 3, 2022 and secondary administrator group on Thursday, February 10, 2022. The Executive Director of the Flint Hills Special Education Cooperative was in attendance at both of these meetings as well. We detailed what we had spent previous ESSER dollars on, and used this flier to provide information about the things we would include in our initial application for ESSER III - LINK TO FLIER: <https://docs.google.com/document/d/1liCSwyWbseJ9hEdGURm6QQyLrDgwdy8S7fiLxDuz8-Q/edit#>

We also outlined parameters of our application, the groups of people we were responsible for meeting with, and we encouraged them to share this information and bring other ideas forward for our next application, if any came about. Principals were accepting of the plan and had no suggestions for additions or changes at this time. We asked them to keep thinking about it, having conversations, and encouraging all of their stakeholders to fill the survey out.

ESSER III information was shared with three Board of Education members at a board agenda review meeting on Friday, February 4, 2022. Members were very supportive of the plan ideas.

## Teachers, Principals, School leaders, other Educators, School Staff and their Unions

District administration conducted Listening Tours throughout December and January. The topics of math and reading resources as well as staffing were discussed. These conversations, and the Stakeholder Survey, were used to gather data from school building staff which included classified staff, certified staff, teachers, administrators and union members. District administration meets regularly with teacher union leadership, and the resource adoption process and staffing have been regular topics. The primary respondents to the Stakeholder Survey were district staff.

Math Resources:

Commonalities in responses:

Staff input in the adoption process: There were questions related to how materials would be chosen and what the district parameters would be for using the adopted resources. It is important that teachers be included in the selection of resources.

Based on these questions, the district Teaching and Learning team shared a message to all staff on February 7, 2022, which outlined the curriculum adoption process which is primarily driven by staff input. This process was shared with staff earlier in the year as well.

District expectations: There were many questions regarding what the district expectations would be related to resource implementation. It is vital staff understand why consistency and evidence-based practices are needed in order for the district to best support the needs of students. This feedback will guide future professional development topics. The February Teaching and Learning message also shared how the development of parameters will be created which is also being done with input from staff.

Math skills included in the resource: Staff input included making sure the resource incorporates basic skills as well as application opportunities.

Materials: Staff and parents indicated the materials should include both print and online components so students can refer back to materials when needed. Staff also shared manipulatives and hands-on experiences are important.

Differentiated materials: Staff would like a resource that includes support for students who are struggling as well as materials for enrichment if at all possible. Ideally, the materials would include intervention resources.

Supplemental materials: Rarely does one resource meet the needs of all students or align with all curriculum standards. Staff input indicated clarity would need to be provided regarding the process for supplementing materials when needed. This will become part of the district parameters.

Professional development: Staff overwhelmingly stated that the initial professional development should come from the publishers rather than a teacher-train-teacher model. The school district does plan for the initial training to come from the publisher.

English Language Arts Resources:

When reviewing the English Language Arts input, many of the questions and concerns were the same as the math curriculum.

These included input in the adoption process, district expectations, differentiated materials, supplemental materials and professional development.

Other questions and comments:

Components of Literacy Instruction: Staff inquired whether the resource would include phonics, phonemic awareness, fluency, comprehension and vocabulary instruction as well as resources to support writing. The goal of the district would be

to provide staff with a resource that addresses each of these areas.

Assessments: Staff expressed a need for common assessments, both formative and summative assessments. Many are creating their own which has led to inconsistency across the district.

#### LETRS:

The district shared information regarding LETRS training with all elementary teachers (kindergarten through fifth grade) and secondary intensive reading and special education teachers in December. Over 40 staff members which also included instructional coaches and administrators expressed interest and commitment to participating in LETRS training. We will be providing information to preschool staff as well. Staff input through the stakeholder survey related to clarity of expectations for those teachers who participate in the training. Teaching and Learning staff will share again in an upcoming message to staff. Staff also wondered if this would be an ongoing training for staff who are not able to participate right now and for staff new to the district. This is something the district could consider for additional ESSER III funds.

#### After School Program/Extended Learning Opportunities/Summer Program:

Staff and parent input was similar in these areas. Staff expressed support in having after school programs at each site so that transportation would not be an issue. Staff were in support of an after school program in which academics were a component. However, they also expressed a desire to maintain a balance between the learning/tutoring components as well as building social and recreational skills, making sure students had time to be kids without the pressure of academics. Staff seemed receptive to summer programs that do not look like a typical summer school experience, with an interest in creating a program that does not limit participation. Related to the extended learning option, staff did express some concern that students are tired at the end of the day, so while the option is timely for an intervention, it may not be productive for some students. Classified staff mentioned they would like the opportunity to assist when possible if the extra support could be provided by someone other than a certified teacher.

#### Premium Pay:

ESSER I and ESSER II included premium pay for all staff members. The overall majority of input from staff for ESSER III emphasized premium pay would be supported as long as it included classified and certified staff. Some input did indicate the district should connect extra responsibilities to the premium pay rather than providing it to all staff. There does need to be clarity provided in terms of how often premium pay would be provided. This question came up in several responses. Another option that was shared was to use the ESSER III dollars to fund academic interventionists.

#### Substitute Stipend:

While staff overall supports the idea of the substitute stipend due to the difficulty the district has had with finding substitutes for our classrooms, they also shared concerns that there may be other issues to evaluate in order to better support substitutes. Those issues include the increase of inappropriate behaviors of students, lack of clarity in substitute plans, and difficulty substitutes have with the technology. Another theme was to provide the stipend to substitutes who meet certain qualifications. Staff is concerned about the quality of substitutes based on the new guidance for receiving a substitute license, but they do understand the need.

#### Digital Platforms:

Staff expressed clarity on which digital platforms were being considered and the process that would be used for teachers to provide input. During the Live Stream, it was shared that a technology survey would be conducted this spring to gain input from staff. The Teaching and Learning Department would also review usage reports to determine if the usage justified committing ESSER III funds to digital platforms. Staff did indicate support as a way to enhance remote instruction when needed or used. Like parents, staff also expressed maintaining a balance between using technology and not.

The plan was also presented to the District Professional Development Council (PDC) on February 3, 2022. There was some discussion about plan time pay if teachers were involved in extended learning opportunities. No other questions or concerns were presented. The group was supportive of what we had spent previous funds on and with ESSER III proposals.

Other input from teachers focused on financially compensating certified and classified staff

We made many attempts to locate and contact members of this group. District staff called our local Chamber of Commerce for information about individuals or groups we could reach out to. They also contacted Emporia State University to see if they had any tribal connections. The Teaching and Learning Department also reached out to the office of Kansas Native American Affairs to seek out additional input or contact information.

The Stakeholder Survey did have participants indicating they were Native American. The following input was provided by this group:

**Math and Literacy Resources:** The Native American population wanted to be assured that these resources would be available to all grade levels. USD 253 is approaching this task for all levels, preschool through secondary. They felt there has long been a focus on reading but little emphasis on mathematics so are appreciative that the district is now focusing on math as well.

**LETRS Training for all preschool through elementary staff and any special education staff, reading specialists regardless of level and administrators:** Concern was expressed that this initiative is a result of the state dyslexia legislation and felt that LETRS training should have been provided at an earlier time. This group recommended having one or two experts in each building.

**After School Program; Extended Learning Option; and/or Summer Programs:** Input from our Native American representation indicated support for these activities but would like them available to all students, not just those who are struggling. They expressed the importance of ensuring staff has successfully been vetted through a background check.

**Premium Pay for staff and Substitute Stipend:** In regards to premium pay for staff, the focus was on making sure classified staff receive the premium pay. From their perspective, classified staff has been overlooked.

**Digital Platforms:** This received the least amount of support from this group.

Other input from the Native American population who participated in the survey referenced items not related to ESSER III funding.

## **Civil Rights Organization including Disability Rights Organizations**

District staff made multiple phone calls between January 26, 2022 and February 1, 2022 to the Disability Rights Center and Kansas Human Rights in an effort to gain input. With those phone calls, either a message was left or district staff received another contact to reach out to where a message had to be left.

We also made many attempts to contact individuals or members from underrepresented groups, including the groups listed in the ESSER III application. District staff obtained the names of members of local groups who assist families in our area, particularly groups who may be underrepresented or underserved. The following is a list of a few individuals and/or groups we reached out to:

Hispanics of Today and Tomorrow (HOTT) - Veronica Sotelo - President  
Food for Students - Heather Wagner  
Healthier Lyon County - Daphne Mertens  
Communities in Schools of Mid-America - Victoria Partridge  
Big Brothers/ Big Sisters - Erica Turner  
Las Casitas Association - Victor Rodriguez  
SOS - Carrie Wedel and Connie Cahoone  
Disability Rights Center of Kansas - Lane Williams - Legal Director  
Disability Rights Center of Kansas  
Kansas Human Rights Commission  
ACLU-Kansas  
Kansas Action for Children  
Other groups: ECKAN, Disabled American Veterans, Kansas Human Rights  
ESSER III Flier

Input from these groups included:

Math and Literacy Resources: The input included a focus on ensuring staff received appropriate training. They were also interested in the level of expectations for teachers. This group wanted to ensure that while basic skills were addressed, real-world application would also be included.

LETRS Training for all preschool through elementary staff and any special education staff, reading specialists regardless of level and administrators: The stakeholders representing the minority group expressed an interest that teachers beyond the preschool through second grade be offered the opportunity since many students are struggling with reading beyond fourth grade. USD 253 would offer the opportunity to all elementary staff regardless of level, as well as secondary staff who provide special education services or intensive reading instruction.

After School Program; Extended Learning Option; and/or Summer Programs: This group appreciated the opportunity to offer additional academic support beyond the school day. Questions related to how the programs would be staffed as well as the structure. Since the survey was provided to gather initial input, the details have not been developed. USD 253 would need to provide information to the community related to these structures if the district decides to use ESSER III funds for these initiatives. This group also indicated there is a need to provide these opportunities for students at all levels, not just students who are struggling academically.

Premium Pay for staff and Substitute Stipend: Similar to all other groups, the focus was making sure classified staff will be considered for the premium pay.

Digital Platforms: The stakeholders representing our minority population referred to reviewing usage data to determine if there is a need to continue with these platforms. They expressed concern with students spending too much time on technology.

Other input from the survey for the group representing the minority population was focused on finding ways to retain staff.

**Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

On Friday, February 4, 2022, Mr. Jared Giffin Interim Associate Executive Director of Teaching and Learning and District Migrant Director along with Patricia Saenz-Reyes, District Migrant Liaison, met with Alejandro Cabero - Kansas Title I, Part C Program Identification and Recruitment Coordinator for the Eastern Kansas State ID&R Office and Griselda Sterly, Recruiter for the Eastern Kansas State ID&R Office. The primary purpose of the meeting was to discuss identification and recruitment of Migrant families, however we mentioned our ESSER III plan to them and asked if they had heard what other districts might be considering with their plans. They did not have any specific ideas for things we should consider at that time. They asked us to fill out a survey on our Migrant program and are asking the same of other districts. Perhaps there will be some ideas from other districts we can use in future applications. Because of decreasing funds in our allocation, it may be necessary to use ESSER funds to support our Migrant students with summer programming opportunities. We plan to continue to discuss ways we could potentially support our Migrant program in future ESSER III conversations and applications.

ESSER III information was presented on Friday, February 11, 2022 to the USD253 Multi-Disciplinary Team. This group is composed of many community agencies who come together to collaborate about individual case referrals for troubled students in our schools who are experiencing difficulties. Groups represented include private therapists, our community mental health center Crosswinds, the Lyon County Attorney's Office, Lyon County Community Corrections, the Department of Children and Families, Flint Hills Special Education Cooperative, and USD253. This group works with many members of our community, particularly students who may have disabilities affecting their ability to function, who may be in underserved or underrepresented groups, students in foster care, or students who are incarcerated. The flier mentioned above was used to provide information to this group. No specific concerns were raised regarding the ideas we were proposing.

Participants in the stakeholder survey also represented children with disabilities, children in foster care, and children where English is not their native language. Their input included:

Math and Literacy Resources: Questions were asked regarding the level of autonomy teachers would have. They were concerned with allowing them the ability to differentiate for students. There was some concern with pushing students too hard to make up for lost time. This group also emphasized the importance of resources aligning to state standards.

LETRS Training for all preschool through elementary staff and any special education staff, reading specialists regardless of level and administrators: This stakeholder group also expressed an interest that teachers beyond the preschool through second grade be offered the opportunity since many students are struggling with reading beyond fourth grade. USD 253 would offer the opportunity to all elementary staff regardless of level, as well as secondary staff who provide special education services or intensive reading instruction. They were concerned with asking staff to participate in training outside of their contractual hours.

After School Program; Extended Learning Option; and/or Summer Programs: For this stakeholder group, they indicated a need to make sure these opportunities are open to all students. There were also questions regarding who would lead these programs. Those questions were answered during the Live Stream session.

Premium Pay for staff and Substitute Stipend: Similar to all other groups, the focus was making sure classified staff will be considered for the premium pay. This group did share support for using ESSER III funding to support retention of staff, if needed, in order to better provide academic intervention support.

Digital Platforms: The stakeholders representing this stakeholder group also referred to reviewing usage data to determine if there is a need to continue with these platforms. They feel this decision should be made with the input of teaching staff. They expressed concern with students spending too much time on technology.

Other input from the survey for the group included ensuring teachers have the resources and skills to support students as they work toward closing the learning gap as well as adequate compensation for staff.

**Provide the public the opportunity to provide input and take such input into account**

#### Gathering Input:

District administration developed a survey to be distributed to as many stakeholders as possible. We provided information about the items we were including in our plan. We asked for their input in the form of rating their level of support for each item using a basic scale. We also offered an opportunity for them to provide additional suggestions or to ask questions. The following was the information included in the message that was sent out on 2-2-22 along with a link to the survey.

Thank you for your continued support of our schools! We are excited to share with you an opportunity to provide some input and feedback on how we identify, prioritize, and invest in our school district through the use of ESSER III funding. The purpose of ESSER III funding is to address the impact of the COVID-19 pandemic on students by mitigating the learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. We will submit an application for our ESSER III funds to the Kansas State Department of Education which includes input and engagement from a variety of stakeholders on how best to prioritize use of these funds. Your input will impact how ESSER III funds are spent across the school district. Please take a few minutes to provide your feedback by completing [LINK TO SURVEY](https://docs.google.com/forms/d/e/1FAIpQLSey7x5IYvBYE-74VT2EgdaeO2A887QQGrcBtsTPNSdQwgM29A/viewform):

<https://docs.google.com/forms/d/e/1FAIpQLSey7x5IYvBYE-74VT2EgdaeO2A887QQGrcBtsTPNSdQwgM29A/viewform>  
Please complete by 8:00am, Tuesday, February 8, 2022. Additionally, make plans to join us on Thursday, February 10th at 4:00 PMP for a live-stream Q&A session where we will discuss questions from the survey. Thank you in advance for your input, participation, and engagement in this process.

Listening Tours with district administrators took place from December to January. These Listening Tours were held at each school building site.

Multiple meetings between district administration and stakeholder groups including Emporia State University leadership, Migrant, the community Multidisciplinary team, meetings with Board members and meetings with administration were held to share information and gather input.

Analyzing the Input: 442 people responded to the survey, which was available for completion for one calendar week. The information they provided in both the ratings sections and the final question were then reviewed by our District Support Team. We sorted the data looking for common themes or questions.

Responding to Questions: The common themes and questions from the survey became the basis of a Live Stream presentation on Thursday, February 10, 2022. Not only did we address questions posed on the survey, we allowed for viewers to interact by posing questions through the 'chat' feature. The Live Stream format was used due to the continued high number of positive COVID cases in our community. We did not feel that gathering a large group of people in one space was safe. Included here is a link to the presentation: [LINK TO LIVE STREAM - https://boxcast.tv/channel/emporia-public-schools---qa-session-926493](https://boxcast.tv/channel/emporia-public-schools---qa-session-926493) District administration will also be posting answers to the common themes to our district website.

Additional activities for seeking input: Our local newspaper, The Emporia Gazette, interviewed our Interim Executive Director of Teaching and Learning, Mrs. Judy Stanley on Thursday, February 3, 2022 about the ESSER III proposal. An article was published in the paper for members of our community and the surrounding area to learn more. We appreciate this opportunity to provide transparency into our plan and to solicit input and stakeholders.

Numerous attempts were made to connect with members of all of the specific groups listed. We had great difficulty with being able to make direct contact with some groups, specifically tribes and civil rights organizations. The Director of Special Education was largely involved in the development of the plan and has included the Flint Hills Special Education Leadership Team in discussions. Staff went above and beyond to try to locate members of each group to meet with and invite to our meetings. All of the representative groups were included on the survey. District leadership looked specifically at responses from individuals who may have indicated a connection with these groups.

Based on the feedback gathered, stakeholders' overall support was positive for using ESSER III funds for the majority of the activities the district is considering. The area receiving the least support was digital platforms. It is important to the groups to take teacher use and input into consideration, however, digital platforms are not a priority. The overwhelming majority support using ESSER III funds to support staff needs and provide what is necessary to improve learning loss.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**



**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

USD253 students have experienced some learning loss as a result of the COVID-19 pandemic. On the 2021 Kansas Math Assessment, 45% of all students scored in Level 1 compared to 33% on the 2019 Kansas Math Assessment. A student at Level 1 shows a limited ability to understand and use the mathematics, English language arts, or science skills and knowledge needed for college and career readiness. These trends were consistent in all subgroups where Hispanic students in level 1 dropped from 40% to 54%, students in poverty dropped from 40% to 52%, English Language Learners dropped from 55% to 72%, and students with disabilities dropped from 60% to 70% from 2019 to 2021. Another key piece of data that described our learning loss is the number of 9-12 students who feel behind on credits. 192 students did not earn enough credits during the 2020-21 school year to move to the next grade level, of those students 58% were in 9th grade. On the 2021 Kansas English Language Arts assessment, 33% of all students, 40% of Hispanic students, 41% of students in poverty, 60% of English Language Learners, and 63% of students with disabilities scored at Level 1.

Math and reading data from state assessments show an increase of students in the bottom two categories. FastBridge assessments also indicate the overall majority of our students at some risk or high risk. Our students receiving special education services or English as a Second Language services consistently perform lower than our general education population.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Math and English Language Arts core and intervention resources: Student data in math and reading indicate a steady decline in performance across all assessments since the pandemic began. Emporia is a diverse community with a large Hispanic and ELL population. We also have a large population of low SES students in our district. Our current resources are not meeting the needs of any of our at-risk populations, nor our all student group, which tells us our core resources and curriculum are not working. The current resources for math no longer align with evidence-based practices and will not meet the needs of students and staff as we work toward learning recovery. The district is reviewing core math resources this year and would like to utilize ESSER III funds to purchase new core math resources to address the learning loss. Our math data shows that this is our greatest area of need.

The English Language Arts curriculum addresses the areas of reading, writing, speaking and listening. Student data in reading indicates a steady decline in performance across all assessments since the pandemic began. The current resources for reading no longer align with evidence-based practices and will not meet the needs of students and staff as we work toward learning recovery. The district is planning to review core ELA resources in the 2022-2023 school year and would like to utilize ESSER III funds to purchase new core reading resources.

Consistent evidence-based resources are critical to student success as they move through our school system and that begins with a solid core curriculum and resources to use at the Tier 1 level. As we review materials, one of the components our stakeholders have identified as a need is in the area of intervention and remedial resources. As we review math resources these are some key elements we will look for to help meet the needs of our subgroups of students who are most underserved and who are in need of intervention at the Tier 2 and Tier 3 levels.

For both math and reading resources, the district will utilize EdReports (<https://www.edreports.org/>) to identify initial resources for review. All resources must receive the highest rating for each area evaluated in EdReports and for each grade level to ensure only high quality and evidence-based materials are our focus. Particular care will be taken to ensure resources align with the science of reading (<https://journal.imse.com/what-is-the-science-of-reading/#:~:text=The%20Science%20of%20Reading%20is,psychology%2C%20neurology%2C%20and%20more>). Academic Interventionists: Declining enrollment over the last few years has led to the district needing to reduce the number of staff at each building. With the large number of students showing learning loss, the district recognizes additional staff is needed to support intensive interventions. Stakeholders shared concern with decreasing the amount of instructional

strategists throughout the district to adjust for the decline in enrollment when there is an increase of need. USD 253 would like to utilize ESSER III funds to place an academic interventionist at each building to assist with the academic learning loss. USD 253 must have an adequate number of staff in order to provide the highest level of multi-tiered systems of support (MTSS) (<https://www.ksdetasn.org/mtss>). ESSER III funds would allow for us to meet this need.

**LETRS Training:** LETRS compliments and supports the implementation of programs aligned with scientifically-based reading research. Modules focus on phonology, phoneme awareness, phonics, the writing system (orthography), vocabulary, fluency, and comprehension. The LETRS process supports the science of reading and aligns with the state dyslexia initiative. LETRS is the professional learning program rooted in the science of reading that empowers teachers. Teachers gain essential skills to master the fundamentals of literacy instruction required to apply and transform student learning.

[https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs\\_research\\_summary\\_8-31-18.pdf](https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs_research_summary_8-31-18.pdf)

KSDE has earmarked a portion of state ESSER funds to provide this training free of charge to preschool through second grade general education and special education teachers. USD 253 hopes to supplement those funds with district ESSER funds to train and empower a larger number of teachers to positively impact student learning and address learning loss. This would include any special education teacher at the elementary, middle school, and high school levels, instructional coaches, school psychologists, and administrators. LETRS training requires one-year time commitment from preschool teachers and a two-year-time commitment for elementary through secondary participants. All training will be outside of the staff member's contracted time. USD #253 would use ESSER III funding to pay for registration for staff not covered by the KSDE portion as well as a stipend to staff to compensate them for their time.

**Extended Learning/After School Program/Summer Program:** USD 253 would like to use ESSER III funds to offer three opportunities to students that happen outside of the school day:

**Extended Learning:** Elementary through secondary students who are showing a need would be provided opportunities for tutoring either before or after school. Providing students with extended learning time can provide opportunities for students to receive academic assistance before they fall too far behind. One way to provide extended learning time is through high-quality tutoring outside the school day. This time would also provide high school students the opportunity to participate in credit recovery for classes they may have not passed in a previous trimester.

<http://www.timeandlearning.org/sites/default/files/resources/caseformorelearningtime.pdf>

**After School Program:** After school programs that focus on the improvement of academics, and multicomponent programs, which offer a range of activities, have the largest number of effective options, similar to those in the 21st Century Community Learning Centers program. Emporia Public Schools have experienced learning loss reflected in state and local assessments and is building a relationship with the branded program Boys and Girls Clubs. We would like to offer multicomponent after school services in Emporia under the ESSER III program. Evidence to support quality after school programs can be found here: [https://www.afterschoolalliance.org/AfterschoolSnack/Evidence-of-effectiveness-Afterschool-programs-meeting-ESSA-s\\_03-15-2019.cfm](https://www.afterschoolalliance.org/AfterschoolSnack/Evidence-of-effectiveness-Afterschool-programs-meeting-ESSA-s_03-15-2019.cfm) As a summary of the research, effective afterschool programs include a mix of domains, including mathematics achievement, reading/ELA achievement, science achievement, physical activity/health, and social emotional competencies. Researchers found few instances of statistically significant negative outcomes for students, and found effective programs at all grade levels and program type.

**Summer Program:** USD 253 would like to use ESSER III funds to create summer program opportunities that encourage academic involvement throughout to reduce lost academic learning time. These would not be typical summer school programs but would focus on encouraging reading, application of math, project-based learning, and other opportunities to engage students in learning. Another strategy might be targeting instruction and strategies to the areas of highest need. ESSER III funds could also be used to support our migrant summer program. It is important for students to remain engaged in learning activities throughout the summer break. Summertime can widen the achievement gap between low-income and more-affluent families. Summer programs that are targeted to the needs, intentionally designed, and well attended, typically produce positive outcomes. <https://files.eric.ed.gov/fulltext/EJ1173313.pdf>

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Premium Pay: The COVID-19 pandemic has caused our teachers and support staff to take on additional responsibilities, endure some unforeseen financial expenses, and experience elevated safety concerns. USD 253 utilized ESSER I and ESSER II funds to provide premium pay to all staff to compensate for the additional burden of responsibilities COVID-19 has placed on staff. Premium pay has been an allowable use of federal funds provided to Emporia Public Schools during the pandemic. Emporia Public Schools would again like to offer our staff premium pay with hopes of reducing the burden caused by the pandemic through ESSER III funds.

Substitute Stipend: During the COVID-19 pandemic, Emporia Public Schools have experienced higher than normal staff absenteeism rates and reduced availability of substitute teachers. These factors have caused our schools to combine classrooms and required current teachers to cover other classes during their plan time. A strategy that is allowable under federal guidelines is incentive compensation. Emporia Public Schools would like to provide our substitute teachers with a stipend in hopes of attracting more substitute teachers to the pool.

Digital Platforms: During the pandemic, the district used ESSER funds to purchase technology platforms to make remote teaching and learning more engaging and effective. These subscriptions expire either later this year or next school year. It may be necessary to renew these district licenses. A survey will be conducted on usage of these programs to determine whether the district will continue to fund them with ESSER dollars.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

USD 253 will utilize observation data, state assessment data, FastBridge data, and social emotional measures such as SAEBRS and care calls to monitor the implementation of the interventions. USD 253 will ensure equitable access to all academic, social, emotional, and mental health interventions for all students and subgroups by creating explicit parameters for their use. District leadership will maintain regular data discussions with building leadership to monitor progress and areas for growth for all students, with particular focus on subgroups.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$6,197,500	\$0	\$6,197,500	ESSER III Allocations	\$1,239,500
Approved Total	\$4,085,440	\$0	\$4,085,440	Approved Total	\$2,647,240
Amount Left	\$2,112,060	\$0	\$2,112,060	Amount Still Needed	\$0
In Review Total	\$595,958	\$0	\$595,958	In Review Total	\$0
Amount Left	\$1,516,102	\$0	\$1,516,102	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
253-3-0024	Direct	False	2200	733	11B	\$30,000	Task Force Review
253-3-0025	Direct	False	1000	600	11B	\$26,000	Task Force Review
253-3-0026	Direct	False	2200	650	11B	\$5,843	Task Force Review
253-3-0028	Direct	False	1000	110	11B	\$164,724	Task Force Review
253-3-0029	Direct	False	1000	120	11B	\$158,532	Task Force Review
253-3-0030	Direct	False	2200	110	11B	\$79,266	Task Force Review
253-3-0031	Direct	False	2200	120	11B	\$52,860	Task Force Review
253-3-0032	Direct	False	1000	220	11B	\$72,600	Task Force Review
253-3-0033	Direct	False	3100	121	11B	\$6,133	Task Force Review
253-3-0001	Direct	False	1000	151	16	\$450,000	Approved
253-3-0003	Direct	False	1000	152	16	\$500,000	Approved
253-3-0004	Direct	False	1000	220	16	\$75,000	Approved
253-3-0005	Direct	True	1000	640	12	\$982,240	Approved
253-3-0006	Direct	False	1000	580	12	\$7,150	Approved
253-3-0007	Direct	False	1000	110	16	\$121,500	Approved
253-3-0008	Direct	False	1000	220	16	\$9,300	Approved
253-3-0009	Direct	True	1000	110	12	\$40,000	Approved
253-3-0010	Direct	True	1000	120	12	\$20,000	Approved
253-3-0011	Direct	True	1000	220	12	\$5,000	Approved
253-3-0013	Direct	True	2100	300	11B	\$500,000	Approved
253-3-0014	Direct	True	2100	600	11B	\$100,000	Approved
253-3-0015	Direct	False	1000	115	16	\$88,500	Approved
253-3-0016	Direct	False	1000	220	16	\$6,500	Approved
253-3-0017	Direct	True	2200	110	16	\$925,000	Approved
253-3-0018	Direct	True	2200	220	16	\$75,000	Approved
253-3-0019	Direct	False	2200	110	12	\$8,500	Approved
253-3-0020	Direct	False	2200	110	12	\$9,400	Approved
253-3-0021	Direct	False	2000	220	12	\$2,500	Approved
253-3-0022	Direct	False	2200	300	12	\$159,850	Approved

## Line Item Details

Line Item ID: 253-3-0024

**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**

Child Care Furniture

**Account Number**

075 E 2200 00 0000 000 00 733

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

733 - Furniture and Fixtures

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD #253 is requesting ESSER III funds to support four child care classrooms for district staff members. The pandemic caused local child care centers and home day cares to shut down. Like many communities, many of Emporia's child care options did not reopen after the pandemic. This has caused us to lose many staff, certified and classified, due to them not being able to locate child care for their children. A survey was conducted of staff members with 42 indicating they needed and/or would use child care provided by the school district. USD #253 continues to struggle with filling positions since the pandemic. The child care classrooms would allow current staff who are unable to find child care to continue employment with the school district. The requested funds would be utilized for Age appropriate furniture, for four classrooms.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$30,000

**Total Expenditures** \$30,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 253-3-0025

**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**

Child Care Supplies

**Account Number**

075 E 1000 00 0000 000 00 600

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD #253 is requesting ESSER III funds to support four child care classrooms for district staff members. The pandemic caused local child care centers and home day cares to shut down. Like many communities, many of Emporia's child care options did not reopen after the pandemic. This has caused us to lose many staff, certified and classified, due to them not being able to locate child care for their children. A survey was conducted of staff members with 42 indicating they needed and/or would use child care provided by the school district. USD #253 continues to struggle with filling positions since the pandemic. The child care classrooms would allow current staff who are unable to find child care to continue employment with the school district. The requested funds would be utilized to purchase toys for the children to play with in four different classrooms

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$26,000
<b>Total Expenditures</b>	\$26,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 253-3-0026

**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**

Child Care Technology Equipment

**Account Number**

075 E 2200 00 0000 000 00 650

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD #253 is requesting ESSER III funds to support four child care classrooms for district staff members. The pandemic caused local child care centers and home day cares to shut down. Like many communities, many of Emporia's child care options did not reopen after the pandemic. This has caused us to lose many staff, certified and classified, due to them not being able to locate child care for their children. A survey was conducted of staff members with 42 indicating they needed and/or would use child care provided by the school district. USD #253 continues to struggle with filling positions since the pandemic. The child care classrooms would allow current staff who are unable to find child care to continue employment with the school district. The requested funds would be utilized for Technology (iPads for communication with parents, check in/out; television and computer; technology for supervisor). The cost of this again would be spread out between four classrooms.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$5,843
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<b>Total Expenditures</b>	\$5,843
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 253-3-0028

**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**

Child Care Salary for Classroom Staff

**Account Number**

075 E 1000 01 0000 751 00 110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD #253 is requesting ESSER III funds to support four child care classrooms for district staff members. The pandemic caused local child care centers and home day cares to shut down. Like many communities, many of Emporia's child care options did not reopen after the pandemic. This has caused us to lose many staff, certified and classified, due to them not being able to locate child care for their children. A survey was conducted of staff members with 42 indicating they needed and/or would use child care provided by the school district. USD #253 continues to struggle with filling positions since the pandemic. The child care classrooms would allow current staff who are unable to find child care to continue employment with the school district. The requested funds would be utilized for Salaries for classroom staff.

Ten classroom staff split between line item 253-3-0028 and 253-3-0029 depending on what level of education each of these staff members have.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$164,724
<b>Total Expenditures</b>	\$164,724

**Status**

Task Force Review

**Line Item Comment from KSDE**

New  
How many are the class room staff?

Line Item ID: 253-3-0029



**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**

Child Care Classroom Staff

**Account Number**

075 E 1000 01 0000 751 00 120

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD #253 is requesting ESSER III funds to support four child care classrooms for district staff members. The pandemic caused local child care centers and home day cares to shut down. Like many communities, many of Emporia's child care options did not reopen after the pandemic. This has caused us to lose many staff, certified and classified, due to them not being able to locate child care for their children. A survey was conducted of staff members with 42 indicating they needed and/or would use child care provided by the school district. USD #253 continues to struggle with filling positions since the pandemic. The child care classrooms would allow current staff who are unable to find child care to continue employment with the school district. The requested funds would be utilized for Salaries for classroom staff.

Ten classroom staff split between line item 253-3-0028 and 253-3-0029 depending on what level of education each of these staff members have.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$158,532
<b>Total Expenditures</b>	\$158,532

**Status**

Task Force Review

**Line Item Comment from KSDE**

New  
How many are the staff?

Line Item ID: 253-3-0030

**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**

Child Care Assistant Salaries

**Account Number**

075 E 2200 01 0000 751 00 110

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD #253 is requesting ESSER III funds to support four child care classrooms for district staff members. The pandemic caused local child care centers and home day cares to shut down. Like many communities, many of Emporia's child care options did not reopen after the pandemic. This has caused us to lose many staff, certified and classified, due to them not being able to locate child care for their children. A survey was conducted of staff members with 42 indicating they needed and/or would use child care provided by the school district. USD #253 continues to struggle with filling positions since the pandemic. The child care classrooms would allow current staff who are unable to find child care to continue employment with the school district. The requested funds would be utilized for Salaries for two floating assistant providers who will serve as substitutes or provide additional assistance when need.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$79,266
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<b>Total Expenditures</b>	\$79,266
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 253-3-0031

**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**

Child Care Supervisor Salary

**Account Number**

075 E 2200 01 0000 751 00 120

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD #253 is requesting ESSER III funds to support four child care classrooms for district staff members. The pandemic caused local child care centers and home day cares to shut down. Like many communities, many of Emporia's child care options did not reopen after the pandemic. This has caused us to lose many staff, certified and classified, due to them not being able to locate child care for their children. A survey was conducted of staff members with 42 indicating they needed and/or would use child care provided by the school district. USD #253 continues to struggle with filling positions since the pandemic. The child care classrooms would allow current staff who are unable to find child care to continue employment with the school district. The requested funds would be utilized for the Supervisor salary who will oversee all operations of the child care functions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$52,860
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<b>Total Expenditures</b>	\$52,860
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 253-3-0032

**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**

Child Care Salary Benefits

**Account Number**

075 E 1000 01 0000 751 00 220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD #253 is requesting ESSER III funds to support four child care classrooms for district staff members. The pandemic caused local child care centers and home day cares to shut down. Like many communities, many of Emporia's child care options did not reopen after the pandemic. This has caused us to lose many staff, certified and classified, due to them not being able to locate child care for their children. A survey was conducted of staff members with 42 indicating they needed and/or would use child care provided by the school district. USD #253 continues to struggle with filling positions since the pandemic. The child care classrooms would allow current staff who are unable to find child care to continue employment with the school district. The requested funds would be utilized for all benefits required for all child care staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$72,600
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<b>Total Expenditures</b>	\$72,600
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 253-3-0033

**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**

Child Care Food Service

**Account Number**

075 E 3100 01 0000 000 00 121

**Function Code**

3100 - Food Service Operations

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD #253 is requesting ESSER III funds to support four child care classrooms for district staff members. The pandemic caused local child care centers and home day cares to shut down. Like many communities, many of Emporia's child care options did not reopen after the pandemic. This has caused us to lose many staff, certified and classified, due to them not being able to locate child care for their children. A survey was conducted of staff members with 42 indicating they needed and/or would use child care provided by the school district. USD #253 continues to struggle with filling positions since the pandemic. The child care classrooms would allow current staff who are unable to find child care to continue employment with the school district. The requested funds would be utilized for Salaries for food service providers on non-student days.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$6,133
<b>Total Expenditures</b>	\$6,133

**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 253-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Premium Pay

**Account Number**

075 E 1000 01 0000 000 00 151

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional pay negotiated through the bargaining group for licensed personnel and made available to all staff through action taken by the board of education.

The pay will be between \$100 to \$500. It depends on if they are full time or part time and if they were actively employed for the entire semester or a portion of the semester.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$225,000
<b>Budgeted Expenditures in SFY 2024</b>	\$225,000
<b>Total Expenditures</b>	<u>\$450,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Could you provide the cost per teacher?

Line Item ID: 253-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Premium Pay

**Account Number**

075 E 1000 01 0000 000 00 152

**Function Code**

1000 - Instruction

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional pay negotiated through the bargaining group for licensed personnel and made available to all staff through action taken by the board of education.

The pay will be between \$100 and \$500 per classified employee. It will depend on if they are full time or part time and if they are employed for the entire semester or a portion of the semester.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$250,000
<b>Budgeted Expenditures in SFY 2024</b>	\$250,000
<b>Total Expenditures</b>	\$500,000

**Status**

Approved

**Line Item Comment from KSDE**

Could you provide the cost per instructional aides/assistants?

Line Item ID: 253-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

075 E 1000 01 0000 000 00 220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Required benefits for stipends above

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$37,500
<b>Budgeted Expenditures in SFY 2024</b>	\$37,500
<b>Total Expenditures</b>	\$75,000

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Math & Literacy Resources

**Account Number**

075 E 1000 00 0000 000 00 640

**Function Code**

1000 - Instruction

**Object Code**

640 - Books and Periodicals

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Student data in math and reading indicate a steady decline in performance across all assessments since the pandemic began. Purchasing updated resources that meet the needs of our students and staff to work towards learning recovery.

The Emporia school district is currently in the resource review process for math with the goal of implementing a new resource beginning with the 2022-2023 school year. The district will be conducting a literacy resource review during the 2022-2023 school year with the goal of implementation beginning the 2023-2024 school year. Teaching staff has and will be key contributors to the resource review and adoption process.

We have reached out to publishers to get itemized cost estimates. Since a specific resource has not yet been identified for either math or reading, the cost could change depending upon the final selection. The following quotes are from math resources that have made it to the final review process and literacy resources which have high ratings according to Ed Reports. All resources being considered have received the highest ratings in Ed Reports for all grade levels that are considering it.

The Emporia School District recognizes a need for high quality, evidence-based resources in our classrooms. Prior to the pandemic, teachers were supplementing the current core resources with self-developed lessons or lessons found on the internet to address areas of need. This lack of consistency across the district was beginning to demonstrate a lack of alignment prior to the pandemic. Our most recent state assessment scores from 2021 indicate a significant learning loss across the board but particularly with our students in special education and our English language learners. Math saw the largest decline. A consistent, evidence-based resource is needed for both math and literacy to provide strong tier one instruction. Resources which include differentiation to address the various needs of students is a priority.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$428,096
<b>Budgeted Expenditures in SFY 2023</b>	\$554,144
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$982,240</u>

**Status**

Approved

**Line Item Comment from KSDE**

Could you provide a cost breakdown of the items to determine this amount? ESSER funds may only be used to pay for the leases through 2024. You may pay for the pro-rated portion of the lease through 2024 with ESSER funds.



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

LETRS Training

**Account Number**

075 E 1000 00 0000 760 00 580

**Function Code**

1000 - Instruction

**Object Code**

580 - Staff Travel

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Registration for participants not covered by KSDE (\$650 each):

Secondary Special Education (4)

School Psychologists (3)

Building Admin (2)

District Admin (2)

LETRS Training: LETRS compliments and supports the implementation of programs aligned with scientifically-based reading research. Modules focus on phonology, phoneme awareness, phonics, the writing system (orthography), vocabulary, fluency, and comprehension. The LETRS process supports the science of reading and aligns with the state dyslexia initiative. LETRS is the professional learning program rooted in the science of reading that empowers teachers. Teachers gain essential skills to master the fundamentals of literacy instruction required to apply and transform student learning.

[https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs\\_research\\_summary\\_8-31-18.pdf](https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs_research_summary_8-31-18.pdf)

KSDE has earmarked a portion of state ESSER funds to provide this training free of charge to preschool through second grade general education and special education teachers. USD 253 hopes to supplement those funds with district ESSER funds to train and empower a larger number of teachers to positively impact student learning and address learning loss. This would include any special education teacher at the elementary, middle school, and high school levels, instructional coaches, school psychologists, and administrators. LETRS training requires one-year time commitment from preschool teachers and a two-year-time commitment for elementary through secondary participants. All training will be outside of the staff member's contracted time. USD #253 would use ESSER III funding to pay for registration for staff not covered by the KSDE portion as well as a stipend to staff to compensate them for their time.

Assessment data indicates the two groups impacted by COVID the most were our students receiving special education services and our students whose native language is not English. The LETRS training will provide teachers with additional instructional tools for providing high quality instruction to meet their needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,150
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,150</u>

**Status**

Approved

**Line Item Comment from KSDE**

Is the extra funds for this needed since the state expanded capacity? If it is needed please provide a more detailed explanation connecting this to the needs identified with the most impacted populations and COVID?

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

LETRS Training Stipends

**Account Number**

075 E 1000 01 0000 760 00 110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

LETRS training requires one-year time commitment from preschool teachers and a two-year time commitment for elementary through secondary participants. All training will be outside of the staff member's contract time. USD #253 would use ESSER III funding to pay a stipend to compensate staff for their time.

Elementary/Secondary LETRS Training - Stipends for attendees ( \$114,000)

As of 12/21/2021, 38 participants

Teachers have until 1/15/2022 to sign up

Budgeting for 50 participants

\$3000 stipends

\$750 after module 2

\$750 after module 4

\$750 after module 6

\$750 after module 8

PreK LETRS Training - Stipends for attendees (\$7,500)

Budgeting for 5 participants

\$1500 stipends

\$750 after module 2

\$750 after module 4

LETRS Training: LETRS compliments and supports the implementation of programs aligned with scientifically-based reading research. Modules focus on phonology, phoneme awareness, phonics, the writing system (orthography), vocabulary, fluency, and comprehension. The LETRS process supports the science of reading and aligns with the state dyslexia initiative. LETRS is the professional learning program rooted in the science of reading that empowers teachers. Teachers gain essential skills to master the fundamentals of literacy instruction required to apply and transform student learning.

[https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs\\_research\\_summary\\_8-31-18.pdf](https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs_research_summary_8-31-18.pdf)

KSDE has earmarked a portion of state ESSER funds to provide this training free of charge to preschool through second grade general education and special education teachers. USD 253 hopes to supplement those funds with district ESSER funds to train and empower a larger number of teachers to positively impact student learning and address learning loss. This would include any special education teacher at the elementary, middle school, and high school levels, instructional coaches, school psychologists, and administrators. LETRS training requires one-year time commitment from preschool teachers and a two-year-time commitment for elementary through secondary participants. All training will be outside of the staff member's contracted time. USD #253 would use ESSER III funding to pay for registration for staff not covered by the KSDE portion as well as a stipend to staff to compensate them for their time.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$121,500

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$121,500

**Status**

Approved

**Line Item Comment from KSDE**

Could you provide an amount per teacher?-resolved  
Allowable but not under 20% set-aside.

Line Item ID: 253-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

LETRS Social Security

**Account Number**

075 E 1000 01 0000 760 00 220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Required benefits for stipends above (\$121,500 @ .0765)

LETRS Training: LETRS compliments and supports the implementation of programs aligned with scientifically-based reading research. Modules focus on phonology, phoneme awareness, phonics, the writing system (orthography), vocabulary, fluency, and comprehension. The LETRS process supports the science of reading and aligns with the state dyslexia initiative. LETRS is the professional learning program rooted in the science of reading that empowers teachers. Teachers gain essential skills to master the fundamentals of literacy instruction required to apply and transform student learning.

[https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs\\_research\\_summary\\_8-31-18.pdf](https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs_research_summary_8-31-18.pdf)

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,300
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,300</u>

**Status**

Approved

**Line Item Comment from KSDE**

Allowable but not under the 20% set aside.

Line Item ID: 253-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Extended Learning - Certified

**Account Number**

075 E 1000 01 0000 000 00 110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Providing elementary and secondary students with the opportunity for tutoring before or after school allowing them to receive academic assistance before they fall too far behind.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$40,000</u>
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**Status**

Approved

Line Item ID: 253-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Extended Learning - Classified

**Account Number**

075 E 1000 01 0000 000 00 120

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Providing elementary and secondary students with the opportunity for tutoring before or after school allowing them to receive academic assistance before they fall too far behind.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$20,000</u>
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**Status**

Approved

Line Item ID: 253-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Extended Learning SS

**Account Number**

075 E 1000 01 0000 000 00 220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Required benefits for salaries above

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,000**Status**

Approved

Line Item ID: 253-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Rec Xtra

**Account Number**

075 E 2100 00 0000 000 00 300

**Function Code**

2100 - Support Services (Students)

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**11B - Planning and implementing  
supplemental after-school programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Continuation of afterschool program for K-5 grade students at each elementary school seeks to address the emotional needs, physical needs, and education needs of students through the ArtXtra, homework help and RecXtra components. Students will rotate through these three social emotional modules each day after school to help them recover emotionally from the trauma that stems from the pandemic to help students catch up, keep up and emerge from this crisis strong, resilient and hopeful.

(Paid for from ESSER II)

After School Program: After school programs that focus on the improvement of academics, and multicomponent programs, which offer a range of activities, have the largest number of effective options, similar to those in the 21st Century Community Learning Centers program. Emporia Public Schools have experienced learning loss reflected in state and local assessments and is building a relationship with the branded program Boys and Girls Clubs. We would like to offer multicomponent after school services in Emporia under the ESSER III program. Evidence to support quality after school programs can be found here and is an example of a Tier 4 requirement:

[https://www.afterschoolalliance.org/AfterschoolSnack/Evidence-of-effectiveness-Afterschool-programs-meeting-ESSA-s\\_03-15-2019.cfm](https://www.afterschoolalliance.org/AfterschoolSnack/Evidence-of-effectiveness-Afterschool-programs-meeting-ESSA-s_03-15-2019.cfm)

As a summary of the research, effective afterschool programs include a mix of domains, including mathematics achievement, reading/ELA achievement, science achievement, physical activity/health, and social emotional competencies. Researchers found few instances of statistically significant negative outcomes for students, and found effective programs at all grade levels and program type.

These funds will be utilized to contract with the Boys and Girls Club to provide additional academic and social emotional support to students during the afterschool program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$250,000
<b>Budgeted Expenditures in SFY 2023</b>	\$250,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$500,000

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a link to the evidence that you are basing this on and indicate which tiers of evidence it meets.

Line Item ID: 253-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Rec Xtra Supplies

**Account Number**

075 E 2100 00 0000 000 00 600

**Function Code**

2100 - Support Services (Students)

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Supplies needed for program above

After School Program: After school programs that focus on the improvement of academics, and multicomponent programs, which offer a range of activities, have the largest number of effective options, similar to those in the 21st Century Community Learning Centers program. Emporia Public Schools have experienced learning loss reflected in state and local assessments and is building a relationship with the branded program Boys and Girls Clubs. We would like to offer multicomponent after school services in Emporia under the ESSER III program. Evidence to support quality after school programs can be found here and is an example of a Tier 4 requirement:

[https://www.afterschoolalliance.org/AfterschoolSnack/Evidence-of-effectiveness-Afterschool-programs-meeting-ESSA-s\\_03-15-2019.cfm](https://www.afterschoolalliance.org/AfterschoolSnack/Evidence-of-effectiveness-Afterschool-programs-meeting-ESSA-s_03-15-2019.cfm)

As a summary of the research, effective afterschool programs include a mix of domains, including mathematics achievement, reading/ELA achievement, science achievement, physical activity/health, and social emotional competencies. Researchers found few instances of statistically significant negative outcomes for students, and found effective programs at all grade levels and program type.

These funds will be utilized to contract with the Boys and Girls Club to provide additional academic and social emotional support to students during the afterschool program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50,000
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a link to the evidence that you are basing this on and indicate which tiers of evidence it meets.

Line Item ID: 253-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Substitutes

**Account Number**

075 E 1000 01 0000 000 00 115

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Incentive pay for substitutes to fill available openings

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$18,500
<b>Budgeted Expenditures in SFY 2023</b>	\$70,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$88,500</u>

**Status**

Approved

Line Item ID: 253-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Substitutes Social Security

**Account Number**

075 E 1000 01 0000 000 00 220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Required benefit for additional substitute incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,500</u>

**Status**

Approved

Line Item ID: 253-3-0017



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Academic Interventionist

**Account Number**

075 E 2200 01 0045 000 00 110

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

With the large number of students showing learning loss, the district recognizes additional staff is needed to support intensive interventions. The district would like to employ 1 academic interventionist at each building to assist with the academic learning loss generated by the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$462,500
<b>Budgeted Expenditures in SFY 2023</b>	\$462,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$925,000</u>

**Status**

Approved

Line Item ID: 253-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Academic Interventionist SS

**Account Number**

075 E 2200 01 0045 000 00 220

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Required benefits for Academic Interventionist

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$37,500
<b>Budgeted Expenditures in SFY 2023</b>	\$37,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$75,000</u>

**Status**

Approved

Line Item ID: 253-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salary-Math Lead Teacher Implementation

**Account Number**

075 E 2200 01 0000 000 00 110

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

In order to begin the year strong as we implemented the new math resource which was approved through ESSER III to support the learning loss USD #253 saw due to the COVID pandemic, our preschool and lead elementary teachers along with the secondary math teachers were provided time during the summer to receive some professional development.? They then worked through the new resource to develop a plan for implementation and adjust curriculum guides for the rest of the teachers providing math instruction.??

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,500</u>

**Status**

Approved

Line Item ID: 253-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Certified Salary-ELA Lead Teacher  
Implementation p**Account Number**

075 E 2200 01 0000 000 00 110

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

110 - Regular Certified Salaries

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

In order to begin the year strong as we implement the new ELA resource which was approved through ESSER III?to support the learning loss USD #253 saw due to the COVID pandemic, our preschool and lead elementary teachers along with the secondary ELA teachers will be provided time during the summer to receive some professional development.? They will then work through the new resource to develop a plan for implementation and adjust curriculum guides for the rest of the teachers providing ELA instruction.??

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,400
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,400</u>

**Status**

Approved

Line Item ID: 253-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security for Implementation Pay

**Account Number**

075 E 2200 01 0000 000 00 220

**Function Code**

2000 - Support Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Required Benefits of pay for both Lead Teacher implementation Pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Approved

Line Item ID: 253-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Capturing Kids' Hearts

**Account Number**

075 E 2200 00 0000 000 00 330

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Capturing Kids' Hearts is a program which supports the social emotional needs of students and builds relationship skills, confidence and independence.? We have seen a significant decline in students' abilities to cope, persevere, and attend to task as well as a general feeling of apathy since COVID.? Some buildings were trained in Capturing Kids' Hearts 8 to 10 years ago.? During the 2020-2021 and 2021-2022 school years, structures of Capturing Kids' Hearts were lost.? With the high rate of turnover and the significant social emotional needs of students, USD 253 recognizes a need to bring back Capturing Kids' Hearts to our entire district.? This addition to the ESSER III plan would allow us to train all staff, preK through 12th, to better equip staff to address the learning loss in the area of social emotional for our students due to the COVID pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$159,850
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$159,850</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0254

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Barber County North	100 E. First, Medicine Lodge, KS 671040288	Box 288, Medicine Lodge, KS 671040288
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Ryan Cunningham	supt@usd254.org	(620) 886-3370

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Ryan Cunningham	Superintendent	rcunningham@usd254.org	(620) 886-3370

## 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.usd254.org/safe-return-plan>

## 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 first pieces of our plan to keep our students in school addresses the idea of limiting the potential exposure of Covid positive students from the other students and staff at school by following an aggressive illness policy that encourages ill students to stay home when sick and makes testing free and easy through the school. Once the students are in school we utilize mitigation strategies such as masking and spreading students out when possible to reduce the possibility of contraction at school. These pieces are already in place.

We will utilize our current funds to upgrade our abilities within our buildings to limit the spread of disease within classrooms as well as in common areas such as water fountains and bathroom sinks. This will be accomplished through upgrading HVAC units to include better filtration systems and scrubbers to clean the air within the classrooms and touchless water fountains and sinks in the bathrooms.

A combination of preventative measures that we can control in the environment and a policy that identifies students that are ill and requires them to stay home until they are safe to return allows our students the best ability to be healthy and in school to the maximum extent possible.

## 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 our 5th-12th grade students and hosted focus groups with student leadership groups and informal questioning in classes to determine their highest levels of need for pandemic-related instruction and support. The following supports received the most interest from our students:

1. Access to the curriculum in a digital format
2. Accessibility (connectivity)
3. Capability of recording lessons to review during unscheduled class times (after the live session has ended)
4. Social and Emotional supports and spaces. (places and materials to help students relax or take a break)

The top suggestion from students was:

1. General accessibility (Making sure all students have access to instruction both at school and away.)

Our ESSER plan takes these recommendations into consideration, specifically in the areas of classroom instructional technology and Social and Emotional support. Some of the other ideas will be addressed with funding other than ESSER.

## Families

We reached out to representatives from all subgroups of families in this process. Currently, we do not have any students that qualify as homeless, one family that qualifies as migrant, three families with ELL students, and multiple families with children qualifying for special education services. Because we have such a small group represented in these groups, we were able to reach out to easily see their responses to our surveys and have individual conversations with them at meetings discussing student services. The answers within these subgroups were similar to the entirety of our stakeholders, with special emphasis on staffing to support the individual needs of students.

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys, SITE Council meetings, and Parent/Teacher Conferences, IEP meetings, and phone calls to gather feedback from parents. We had 67 responses to our survey, which allowed families to rate each of the allowable use categories on a four-point scale from "not important" to "very important." Through those surveys and conversations, it was clear that parents are most interested in seeing the following items show up in our ESSER plan:

Rated as "very important" or "important"

1. Additional personnel and staff support for academic intervention (86%)
2. Additional instructional materials and resources (software, textbooks, curriculum, etc.) (84%)
3. Expanded Social and Emotional learning and mental health services. (80%)
4. Facility upgrades that support student health needs. (76%)
5. Teacher professional development to support teacher growth. (76%)
6. Additional behavior support and interventions. (76%)

Individual conversations with parents, as well as small group meetings with PTO and Site Council, revealed similar priorities along with support for identified possible solutions to address the identified needs of our students, specifically in the areas of literacy and social and emotional learning and support for students of all ages.

You will see that these suggestions from parents are reflected in the plan we developed and aligned very well with the needs identified by staff, students, and administration.

## School and District Administrators including Special Education Administration

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district levels, as well as with our local Special Education cooperative. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as the most important to address in our district.

1. An increased focus on reading and literacy, primarily in students that were learning to read during the pandemic.
2. Student and staff leadership social and emotional learning and support.
3. Facility upgrades that support student health needs.
4. Professional learning opportunities for staff that build our capacity to support struggling learners and increase engagement and student ownership of their learning.

You will see that this information plays a prominent role in our ESSER plan.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups, including staff, students, parents, administration, and state organizations, including our local bargaining unit. All staff were given the opportunity to fill out a survey expressing their opinions about the best use of this funding as well as small group "How might we?" discussions at staff meetings. We also met with our local bargaining unit staff to get their perspective on the addition of staff in particular, as that was a common theme among all stakeholders. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

1. Needing more staff to provide interventions to students that are struggling.
2. Evidence-based curriculum and professional learning to increase educator capacity to impact students during core instruction positively. It is important for us to be able to build capacity with our students to continue to receive benefits from the funding years into the future. Developing our staff gives us the ability to extend our growth with students past the time when ESSER money is available.
3. A Social/Emotional learning curriculum and staff to better support the mental health needs of students. "Leader in Me" has been identified as a program of interest after a book study last summer. The idea of student ownership in their learning and life skills that promote a strong working future is important to the success of our students after high school as well as our small community.
4. Facility upgrades that allow us to spread out students and better control germs in the building with quality filtration HVAC units and touchless water fountains and sinks.
5. Continuation of Summer Camps and Summer School programs that bridge the gap between the end of summer and the beginning of the fall. Keeping our students' brains engaged reduces regression for students that may not otherwise have the opportunity to participate in activities throughout the summer that keep them learning, such as our summer reading program through the local library or learning opportunities through field trips and vacations. Our summer programs have helped us ensure that all students have access to these opportunities.

## **Tribes**

In a review of our student information system, we identified 2 families with children registered as Cherokee or C-A. During conversations with these families, they indicated the following strategies would be of the greatest benefit to them and, in their opinion, all students:

1. Continuing with Summer school and camp options for students.
2. Offer after-school homework help and tutoring options.
3. Family education and support options.

Our ESSER plan includes these suggestions based on their feedback to meet the needs of our students best.

## **Civil Rights Organization including Disability Rights Organizations**

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

Disability Rights Center of Kansas  
ACLU of Kansas

While we did not hear back from them, we have still added the following supports to our plan, based on conversations with staff that serve this population of students as well as parents marking that they represented learners that meet this criteria:

1. Continuation of Summer Camps and Summer School programs that bridge the gap between the end of summer and the beginning of the fall. Keeping our students' brains engaged reduces regression for students that may not otherwise have the opportunity to participate in activities throughout the summer that keep them learning, such as our summer reading program through the local library or learning opportunities through field trips and vacations. Our summer programs have helped us ensure that all students have access to these opportunities.
2. A Social/Emotional learning curriculum and staff to better support the mental health needs of students. "Leader in Me" has been identified as a program of interest after a book study last summer. The idea of student ownership in their learning and life skills that promote a strong working future is important to the success of our students after high school as well as our small community.
3. Evidence-based curriculum and professional learning to increase educator capacity to impact students during core instruction positively. It is important for us to be able to build capacity with our students to continue to receive benefits from the funding years into the future. Developing our staff gives us the ability to extend our growth with students past the time when ESSER money is available.

**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 with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan.

In this group, some are not represented in our population of students. We do not have any students that qualify as homeless, one family qualifying for migrant, none that are in foster care, none that are incarcerated, and only a few families with students qualifying for ELL services.

Therefore we focused on the few families represented in the categories above and the families with students in Special Education, as they are the largest of the groups listed above. We conducted a specific ESSER survey asking about the uses of funding that would best support their students, with some examples and descriptions of current uses of ESSER 1 and 2 funding as well as some evidence-based suggestions provided by KSDE and some open-ended suggestion boxes. and have also engaged in focus group conversations. We also did our yearly family engagement survey, identifying potential areas of concern that we could address using ESSER 3 funds. We had 70 parent responses out of about 400 students to the ESSER survey and 195 responses to the family engagement survey. Of the 70, we only had two parents that selected the "parent of a student with special needs" checkbox, but those two responses aligned similarly with all of the other responses to the survey.

Because we had few designated responses from these subgroups, we continued these conversations informally within IEP meetings and at parent/teacher conferences. The feedback we received in these meetings matched the responses we received from the surveys.

Finally, we surveyed staff and had conversations with our staff and our Special Education Interlocal serving our ELL, migrant, and Special Education students.

As a result of the feedback we received, it was clear that the following supports were most needed. These areas are addressed within our plan.

1. Needing more staff to provide interventions to students that are struggling.
2. Continuation of Summer Camps, Summer "Jump-Start," and After school help and tutoring. This was a big priority for this group.
3. Social and emotional needs of students as well as mental health supports.

### **Provide the public the opportunity to provide input and take such input into account**

Throughout this process, we took a couple of steps to make sure that we involved our community (both parents and non-parents) in this process. First, we shared information with the public at our board meetings which are available to watch via zoom, in the newspaper, and in school newsletters and announcements that are distributed throughout the community about ways that we are using ESSER II funding and the impact those funds are having on our students.

Then, this fall, we added survey information to our sports programs as well as putting it out on our website, newsletters, and our communication app, "ParentSquare" which reaches 100% of our parents as well as community members that sign up to receive our updates. This gave community members that may not have a child in school the opportunity to share their feedback. The survey listed potential options for the money to be spent on and allowed the participant to rank them in importance similar to the one we set out to our parents.

The most requested items of the survey revealed that: Additional personnel (social-emotional & instructional) and after-school programs, and summer school/camp were the most popular uses of funding from the responses. This feedback was taken into account and is reflected in our plan.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

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**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.**

Barber County North USD 254 students (450) and staff have been affected greatly by the COVID virus. During the 2019-2020 school year, schools across Kansas were closed after Spring Break by order of the Governor. During this time, we taught remotely and did as well as we could being thrown into a situation we have never been in. Students were not learning at the same rate as when in school, and the discrepancy between regular education students and Special Education/Title students grew greatly. The inability of students to get together and interact was a great loss as well. Many students started having emotional issues and struggled while we were learning remotely. Students in poverty also struggled more than other students during this time. The cost associated with our closing school was huge. We struggled to get resources, and we were also having a problem getting teachers to stay and finding teachers to come and work in our district.

These last few years, our students and staff have worked hard to recover some of the lost learning they experienced. This has hit the hardest in reading. While we have seen positive and quick growth in math, reading has lagged behind. Almost 70% of our students scored a one or a two on the state assessment this last year despite over 50% of them exceeding their projected growth from fall to spring. In our lower grades, our students are starting lower in reading than they ever have with over 70% of our kindergarten students screening in as "high-risk."

The interventions we made over the last few years are working, but we are not where we want or need to be yet. This continued financial support will help us build on our successes and will significantly reduce the negative impact on our students from the last three years.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

We are using the website - <https://www.visiblelearningmetax.com/influences> to compare the anticipated effects for students provided by the strategies we would like to invest our money in to make sure that these strategies show at least moderate to strong evidence according to the ESEA Tiers of Evidence rubric. Examples of specific strategies and their tier based off of evidence include:

1. Micro-teaching video review of lessons (Specific to older students) Tech that would enable teachers to easily record micro lessons for students to watch if they miss instruction, or for them to go back to when they need assistance for review - "Potential to considerably accelerate" [https://www.visiblelearningmetax.com/influences/view/micro-teaching~video\\_review\\_of\\_lessons](https://www.visiblelearningmetax.com/influences/view/micro-teaching~video_review_of_lessons)
2. Collective Teacher Efficacy - curriculum, programming, and professional learning that increase teachers confidence in themselves and their teams to meet the needs of all of our learners. - "Potential to considerably accelerate") [https://www.visiblelearningmetax.com/influences/view/collective\\_teacher\\_efficacy](https://www.visiblelearningmetax.com/influences/view/collective_teacher_efficacy)
3. Self-reported grades by students - the Leader in Me program includes individual student notebooks that students track their own learning and progress. "Potential to considerably accelerate" [https://www.visiblelearningmetax.com/influences/view/self-reported\\_grades](https://www.visiblelearningmetax.com/influences/view/self-reported_grades)
4. Small group learning - Additional staff utilized to provide smaller group instruction in lower grade classrooms. "Potential to accelerate" [https://www.visiblelearningmetax.com/influences/view/small\\_group\\_learning](https://www.visiblelearningmetax.com/influences/view/small_group_learning)
5. Summer School/Camp and After School programs - We will utilize funds to continue to offer after school homework help and additional summer camp/school experiences for all students to engage in. "Likely to have a small positive impact" [https://www.visiblelearningmetax.com/influences/view/summer\\_school](https://www.visiblelearningmetax.com/influences/view/summer_school)

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The remaining money we have will go to facility upgrades that will help us keep our students in school and reduce the number of students missing school for illness.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

We collect data on our academic and social/emotional growth at all levels three times per year. On top of that, we have specific scoreboards that we are using within our buildings, classrooms, and individual student data notebooks. These help us track our students' progress in identified priority areas such as attendance and reading fluency/comprehension.

Our leadership teams meet in each building twice per month and report back to their grade-level bands or their academic departments. Data is reviewed within all teams and as buildings whenever a new cycle is complete. This data is also shared with the Board as well as our SITE councils groups. We believe that transparency and measurable goals will help us be successful in all of the areas we want to impact.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$779,134	\$0	\$779,134	ESSER III Allocations	\$155,827
Approved Total	\$637,000	\$0	\$637,000	Approved Total	\$310,000
Amount Left	\$142,134	\$0	\$142,134	Amount Still Needed	\$0
In Review Total	\$142,134	\$0	\$142,134	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
254-3-0004	Direct	False	2600	430	13	\$142,134	Task Force Review
254-3-0005	Direct	False	2225	610	9	\$30,000	Approved
254-3-0006	Direct	False	2200	610	9	\$30,000	Approved
254-3-0007	Direct	False	1000	330	12	\$100,000	Approved
254-3-0008	Direct	True	1000	111	11A	\$60,000	Approved
254-3-0009	Direct	True	1000	121	11B	\$10,000	Approved
254-3-0010	Direct	True	1000	330	12	\$60,000	Approved
254-3-0011	Direct	True	1000	111	12	\$48,000	Approved
254-3-0012	Direct	False	2000	111	10	\$50,000	Approved
254-3-0013	Direct	False	1000	610	12	\$60,000	Approved
254-3-0014	Direct	False	1000	610	12	\$20,000	Approved
254-3-0015	Direct	False	1000	610	12	\$20,000	Approved
254-3-0016	Direct	False	1000	610	12	\$17,000	Approved
254-3-0001	Direct	True	1000	111	12	\$42,000	Approved
254-3-0002	Direct	True	1000	121	12	\$45,000	Approved
254-3-0003	Direct	True	1000	121	12	\$45,000	Approved

## Line Item Details

Line Item ID: 254-3-0004

**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**

Repairs and Maintenance

**Account Number**

17-2600-430-101-179

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

430 - Repairs and Maintenance Services

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

HVAC units to increase the filtration capabilities within the spaces and help limit the exposure to virus and illness.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$142,134
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$142,134</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 254-3-0005

**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**General supplies and materials  
(Support Services)**Account Number**

17-2200-610-101-179

**Function Code**2225 - Computer-Assisted Instruction  
Services**Object Code**

610 - General Supplies and Materials

**Allowable Use**9 - Purchasing educational technology  
(including hardware, software, and  
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchasing of teacher computers, cameras, and displays, to enhance staff ability to record lessons for students to be used if students are ill, or if they need to go back and rewatch instructions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Approved

Line Item ID: 254-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

General Supplies and Materials

**Account Number**

17-2200-610-103-179

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

610 - General Supplies and Materials

**Allowable Use**9 - Purchasing educational technology  
(including hardware, software, and  
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Grade School Purchasing of teacher computers, cameras, and displays, to enhance staff ability to create and record highly engaging lessons for students that allow students to go back to if they are sick and miss the lesson or if they need to revisit it for help.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Approved

Line Item ID: 254-3-0007

**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 Supplies and Materials

**Account Number**

17-1000-330-103-179

**Function Code**

1000 - Instruction

**Object Code**330 - Professional Employee Training  
and Development Services**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Implementation and Training of the "Leader in Me" program for all students and staff. This program will help us move forward with individual plans for all students. Teachers will feel more confident in their ability to teach, and students in their ability to learn through the use of individual data notebooks and soft skills learned through the program.

The breakdown for this include:

Annual school membership - \$16,500 three years

Leader in Me Core instruction for staff \$59,792.96

Leader in Me materials K-12 \$14,784.38

Leader in Me National Symposium for Building Leaders, Counselors, and implementation coach \$8922.66

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Approved

Line Item ID: 254-3-0008

**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**

Instructional Certified Salaries

**Account Number**

17-1000-111-103-179

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer Schools/Camps for students that will keep their brains engaged throughout the summer. We will do a two-week camp (two hours per day) in early June that is more focused on local field trips and themed camp activities, including reading club, tech, art, and music. We will have ten certified staff members (approximately depending on student numbers) serving approximately 150 students in grades K-6.

Then in July, right before school starts, we will do a reading and math jump start for students that qualify based on their spring screening scores. This time will be focused on a jump start in their next grade content with a refresher of previous content, fact fluency practice, reading fluency, and comprehension activities. We will have six certified teachers doing two two-hour sessions for fifteen days serving students that will be entering grades 1-7.

These camps help reduce the amount of regression from spring to fall by continuing to engage the students in learning activities spread throughout the summer. This is especially important with our at-risk populations of students as well as those with disabilities that were the hardest hit during the interrupted learning experiences we saw amid the pandemic. We partner with local community businesses to take the kids on field trips and expose students to activities that they may not otherwise have access to. These partnerships were strengthened through Covid as local people wanted to find ways to help. We have an especially good relationship with our local library that has grown over the past few years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	<u>\$60,000</u>

**Status**

Approved

Line Item ID: 254-3-0009



**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**

Instructional Non-Certified salaries

**Account Number**

17-1000-121-103-179

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After-school programs at MLGS assist students with homework completion and extra reading practice. These services will be provided 3-4 days per week for up to 1.5 hours per day. We will have two non-certified staff members that will assist students depending on the need per day.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$10,000</u>
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**Status**

Approved

Line Item ID: 254-3-0010

**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**

Professional Learning

**Account Number**

17-1000-330-103-179

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

LETRS Training compensation for all certified staff Pre-K-4, PED, Title, and ELA teachers in the district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$60,000</u>
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**Status**

Approved

Line Item ID: 254-3-0011

**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**

Full Time Certified Salaries

**Account Number**

17-1000-111-103-179

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

A certified staff member at the K-1 grade level. The COVID-19 pandemic exposed the need for our schools to have additional staff members allowing us to increase social distancing in the classroom by lower the student/teacher ratio with two exceptionally large classes. Our local assessment showed that the Kindergarten and 1st-grade classes fell behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The additional teacher that we are paying for with these temporary funds will provide targeted instruction to students in these classes. The improved teacher-to-student ratio numbers allow us to more specifically attack learning loss in smaller groups and more individually address the low SES or IEP'd students that research has shown have the most difficult time returning to and maintaining grade level. During our MTSS time, this teacher will also work with higher-risk students from multiple grade levels that are behind in Reading and Math and require more intensive intervention.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$48,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$48,000**Status**

Approved

Line Item ID: 254-3-0012

**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**

Full-time Certified Salaries

**Account Number**

17-1000-111-103-179

**Function Code**

2000 - Support Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hire a full-time counselor/social worker to support the mental health needs of our students.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$50,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$50,000**Status**

Approved

Line Item ID: 254-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Materials

**Account Number**

17-1000-610-103-179

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

iReady Reading and Math Curriculum K-6 with professional learning, increasing the effectiveness of core instruction. This curriculum supports our efforts to become more personalized with our instruction as well as our small group model of instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	<u>\$60,000</u>

**Status**

Approved

Line Item ID: 254-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies and Materials

**Account Number**

17-1000-610-101-179

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fastbridge (K-12) student monitoring system to better assess gaps in learning and monitor progress of our students at the middle and high school level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Approved

Line Item ID: 254-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Materials

**Account Number**

17-1000-610-103-179

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Leader in Me" social skills curriculum K-12

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$20,000**Status**

Approved

**Line Item Comment from KSDE**

Held - pending clarification on line 007

Line Item ID: 254-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies and Materials

**Account Number**

17-1000-610-103-179

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

IXL instructional software in all subject areas for grades 3-8 to help address learning gaps in a supplemental program.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,500**Budgeted Expenditures in SFY 2024** \$8,500**Total Expenditures** \$17,000**Status**

Approved

Line Item ID: 254-3-0001

**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**

Staffing

**Account Number**

17-1000-111-103-179

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

A certified staff member at the 7-8th grade level to teach ELA. The COVID-19 pandemic exposed the need for our schools to have additional staff members allowing us to increase social distancing in the classroom by lower the student/teacher ratio with two exceptionally large classes in particular. Our local assessment showed that our 7th and 8th-grade classes fell the furthest behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The additional teacher that we are paying for with these temporary funds will support this grade level of students primarily in the area of reading, which showed the most regression. The improved teacher-to-student ratio numbers allow us to more specifically attack learning loss in smaller groups and more individually address the low SES or IEP'd students that research has shown have the most difficult time returning to and maintaining grade level. During our MTSS time, this teacher will also work with higher-risk students from the 7th and 8th-grade levels that are behind in Reading and demonstrate the need for more intensive intervention.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$42,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$42,000</u>

**Status**

Approved

Line Item ID: 254-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Non-Certified

**Account Number**

17-1000-121-101-179

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

A 7-8th grade para educator and a high school paraeducator to assist with intervention and remediation for students that are struggling in school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$45,000</u>
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**Status**

Approved

Line Item ID: 254-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Non-Certified Salaries

**Account Number**

17-1000-121-103-179

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Two Grade schools para educator remediation for 21-22 and 22-23 school year working with K-2 students struggling with reading and math.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$45,000</u>
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**Status**

Approved



# ESSER III APPLICATION FOR D0257

Status  
Approved

## KSDE Application Comments

How did you verify that the underserved populations participated in the survey? Please explain what follow up measures took place.

Please be sure to save your comments for the stakeholder.

[https://docs.google.com/document/d/1axRNqx\\_atmSXg3WebTBgZ2Aqrcf96SY\\_Zi7y0ycBJTw/edit](https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit)

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Iola	305 North Washington Street, Iola, KS 667492997	305 North Washington Street, Iola, KS 667492997
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Stacey Fager	stacey.fager@usd257.org	(620) 365-4700

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Stacey Fager	Superintendent	stacey.fager@usd257.org	(620) 365-4700
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
jenna.higginbotham@usd257.org	jenna.higginbotham@usd257.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
marcie.boring@usd257.org	marcie.boring@usd257.org		

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://s3.amazonaws.com/scschoollfiles/537/esseri-iii-districtplanforsafere-turntoin-personinstruction-iola\\_usd257.pdf](https://s3.amazonaws.com/scschoollfiles/537/esseri-iii-districtplanforsafere-turntoin-personinstruction-iola_usd257.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

We are working closely with our county health department, KSDE, our local education service center, and neighboring school districts to remain up-to-date on guidance related to safely operating in-person learning for the school year. We attribute our student success and our ability to remain open last year to following this guidance and we will continue to do so. All funds expended in ESSER III will be reviewed by our local education service center and KSDE to ensure that all expenditures align with best practice, with up-to-date safety requirements, and to ensure it is maximized for a positive impact on student learning and safety.

## Stakeholder Engagement



Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### **Students**

The principals at the Middle and High School met with their student councils to discuss the proposed ESSER 3 plan and to receive the feedback. The principals then brought the feedback to the admin team for discussion. Students also participated in the online community survey, which was open to anyone who wanted to respond.

### **Families**

A community survey was conducted and shared through social media, our website, and paper copies upon request. There were 363 responses to the survey. The breakdown included 278 parents, 45 district staff, 23 community members, and 17 student responses. The survey results showed that the priorities to focus on would be: technology upgrades, safety/security upgrades to the facilities, additional support for academic interventions and after school programs, additional support for social/emotional, additional curriculum resources, continuation of the HVAC upgrades, and continue outside social/emotional contracting with SEK Mental Health.

### **School and District Administrators including Special Education Administration**

The admin team met to discuss the community survey before it was sent and after results were gathered. The admin took the results and developed a plan of how we could implement what the survey noted was most important. The district also collaborated with our local special education cooperative director to ensure our ESSER 3 plan supported the needs of all populations of students.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The school district worked directly with our school district bargaining unit to address funding needs and to ensure they met the needs of students, community, and staff. Our superintendent and INEA president work closely together and meet monthly to continue open communication.

### **Tribes**

Our school information system indicates that we do not have any students enrolled in the district who are connected to a tribe.

### **Civil Rights Organization including Disability Rights Organizations**

To seek feedback and input from Civil Rights Organizations, including Disability Rights organizations, we first considered internal strategies and action steps. To begin, we attempted to identify specific organizations within our school district boundaries. Then, we attempted to identify parents, guardians, business owners, and/or community members that may be affiliated in some capacity with a Civil Rights Organization. These attempts did not yield any contacts. Therefore, we shifted our efforts to examining some external resources to determine if we missed any opportunities for local outreach and engagement. We consulted websites for the ACLU, Kansas Human Rights Commission, Kansas Action for Children, Disability Rights Center of Kansas, Kansas NAACP, and Kansas Disability Resources and Advocacy Organizations. These efforts provided us with some perspectives to consider to ensure that inclusivity and barrier removal are integral in our decision-making and implementation of resources and support through these funds. Lastly, we worked closely with our local special education cooperative as well as our local education service agency for their feedback and input on our plan to ensure that inclusivity, equity, and diversity were accounted for in our plan.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

All populations had an equal opportunity to participate and be represented through their responses to our community survey. When we reviewed our student information system, we confirmed that approximately 24% of our students would very likely meet the criteria for at least one of the underserved designations. Of our 363 responses, 278 were from parents, which is approximately 75% of the total respondents. Applying our percent of underserved families from above (24%), we are confident that we have appropriate and sufficient representation from underserved families in the response set. Our concern in asking families to identify themselves as one or more of the areas or categories of underserved is that, in our experience, this creates a barrier to participation. However, to ensure we receive this feedback and in addition to sharing the survey link repeatedly and through various school district communication methods, we also created our own "esser@usd257.org" email address so that we could keep the communication lines open with all families, including underserved students and families. This email address has been and will continue to be communicated with all of our stakeholders, including underserved families, as a way to continually seek and share feedback and input. We also sent a follow up survey only to families who qualify or identify within the underserved population of our district. With our follow up survey information, we guarantee that we have responses from underserved families and have included their feedback in our ESSER plan. We have also continued to work closely with our students, including those in underserved subgroup populations in our school district, in developing our ESSER support plan. Using this additional information from our underserved students and families, it was clear that the following supports were most needed: Updated and more technology, such as student computers, updated desktop computers, and new smartboards for the classrooms. Summer School and tutoring opportunities for students. Materials to help with learning gaps in reading and math.

### **Provide the public the opportunity to provide input and take such input into account**

A community survey was developed, publicized, and remained open for a two-week period for stakeholder feedback and input. The opportunity to participate was repeatedly shared through school district social media, our school district website, school and district newsletters, school communication / automated notification systems, and we even made paper copies available upon request. As a result of these efforts to engage our community in the participation in our survey, there were 363 responses. The breakdown included 278 parents, 45 district staff, 23 community members, and 17 student responses. The survey results showed that the priorities to focus on would be: technology upgrades, safety/security upgrades to the facilities, additional support for academic interventions and after school programs, additional support for social/emotional, additional curriculum resources, continuation of the HVAC upgrades, and continue outside social/emotional contracting with SEK Mental Health.

Additionally, our administrative team then took the results and discussed specific ways we could implement the recommendations and consideration within each of our buildings. Furthermore, we plan to share the results publicly as follows:

\*\*We will use the charts and graphs from the results of the survey to create a brief PowerPoint or InfoGraphic of the information and send this information to all stakeholders via email and/or post on our website.

\*\*We will share the results of the survey with our existing district and school leadership teams, Site Councils, planning teams, focus groups, etc.

\*\*We will consider sharing our finalized plans in our newsletters and other communications that we utilize regularly

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

The USD 257-Iola School district offered remote learning through the 20-21 school year. We had around 10% of students choose remote learning. The larger impact on student learning was from the quarantine of close contacts. We had 843 student or staff quarantines throughout the 20-21 school year, some of those students being quarantined multiple times. Going between learning in person to online was a challenge for many students and resulted in learning loss.

The biggest notice of learning loss was with our Kindergarten and 1st grade students. In the fall the fastbridge data, showed that 43% of kindergarten students were below level in reading and 37% below in math. Unfortunately with the constant quarantines of staff and students it was difficult to close the gap in these areas for our kindergarten students, we also feel wearing a mask while teaching the foundations of reading affected our scores. In the spring we were sitting at 78% of kindergarten students below grade level in reading and 47% below grade level in math.

We feel our first graders losing the last nine weeks of their kindergarten school year really impacted our fall Fastbridge scores. In the fall 62% of 1st graders were below grade level in reading and 38% below grade level in math. We were able to help some students gain grade level status and ended the school year with 52% below grade level in reading and 39% below in math.

We saw our scores drop across all grade levels and teachers worked especially hard to bring students up to grade level, but with the hardships of the 20-21 school year, this was a very daunting task and we are still working at it.

The district posted improved grade level scores in 5 of the 7 tests in ELA, 4 of the 7 tests in math, and 2 of 3 tests in science compared to 2019. The district also had more students move out of level 1 to level 2, as well as increased its percentages of students in level 3 and 4 in almost all grade levels. Besides scoring better in 2021 than 2019, the district had 5 grade levels at or above state average results in both ELA and Math, with 2 grade levels in science at or above state average. Additionally, our district did not see a disproportionate impact on special populations

The district did take steps to address social-emotional issues, however, this wasn't a bigger issue than in years prior. Basically, the district went to school, addressed COVID issues as they arose, and had a relatively normal school year.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

We provide SafeBase Tutoring after school and through the summer for students that need additional academic support identified by their parent or teacher. We also provide after school tutoring at the middle school and high school by teachers.

We provide a summer program through the month of June with our SafeBase program This summer program provides academic and enrichment opportunities for the students. This program helps with learning loss associated with COVID and the continuation of expanding on what students have already learned.

We provide Edgenuity at the high school level for credit recovery. Students work on their courses in the library with a para monitoring and providing learning assistance as students need it. When a student is quarantined due to COVID for an extended period of time, the online Edgenuity program assists in keeping our students caught up on what they would be learning in the classroom.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We plan to spend the remaining ESSER funds to update our smart board technology in the classrooms. This was the first priority from the community survey, to continue to update technology. We need to update our smartboards so the bulbs are brighter and the picture is more accurate, this will provide the opportunity to social distance the students and still provide quality instruction. We will also use the updated smartboards to provide interventions for students with learning loss due to COVID. The updated smartboards have new technology that allows multiple students to write on the board at the same time and additional learning games and lessons to be used. We will also update our computers in the computer lab to provide individual learning stations. We will use these stations to social distance and provide interventions through learning programs. The learning programs will help close our learning gap acquired during the pandemic. The updated technology will be compatible with additional apps and learning programs we can utilize in math and reading.

We will use ESSER funds to continue the HVAC upgrades at the Middle School for better air quality for our students and staff. When students and staff feel safe at school the learning can increase to help make gains from the learning loss from the last two school years. The community survey reflected that this was a priority from our staff and parents.

ESSER money will be spent on social emotional curriculum at all levels in our district. We are providing social emotional support for our students as they continue to navigate changes that the pandemic has created. We feel providing a quality, evidence based program will help our students navigate the new normal of school.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Our ESSER Plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative, our education service center, staff, administration, students, and community. The focus of our planning and the reason for collaborating with such a diverse group, was to ensure we were developing plans that not only address the general needs of our community, but that we also maintained an important focus on addressing the specific needs of all student and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision making throughout the pandemic and beyond.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$3,034,259	\$0	\$3,034,259	ESSER III Allocations	\$606,852
Approved Total	\$2,723,802	\$0	\$2,723,802	Approved Total	\$606,852
Amount Left	\$310,457	\$0	\$310,457	Amount Still Needed	\$0
In Review Total	\$310,457	\$0	\$310,457	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
257-3-0022	Direct	False	2600	719	14	\$310,457	Task Force Review
257-3-0001	Direct	False	1000	730	9	\$176,319	Approved
257-3-0002	Direct	True	1000	120	11A	\$99,000	Approved
257-3-0003	Direct	True	1000	220	11A	\$9,000	Approved
257-3-0004	Direct	True	1000	600	11A	\$19,500	Approved
257-3-0005	Direct	True	2710	810	11A	\$7,500	Approved
257-3-0006	Direct	True	1000	110	11A	\$80,000	Approved
257-3-0007	Direct	False	2600	430	14	\$982,759	Approved
257-3-0010	Direct	True	1000	644	4	\$1,528	Approved
257-3-0011	Direct	False	1000	640	4	\$10,000	Approved
257-3-0012	Direct	False	1000	640	4	\$20,000	Approved
257-3-0013	Direct	False	2600	730	14	\$374,480	Approved
257-3-0014	Direct	False	2600	430	14	\$75,892	Approved
257-3-0015	Direct	True	1000	644	12	\$133,345	Approved
257-3-0016	Direct	True	1000	644	12	\$80,000	Approved
257-3-0017	Direct	True	1000	644	12	\$20,263	Approved
257-3-0018	Direct	True	1000	644	12	\$14,400	Approved
257-3-0019	Direct	True	1000	110	12	\$142,316	Approved
257-3-0020	Direct	False	2500	110	16	\$255,000	Approved
257-3-0021	Direct	False	2500	120	15	\$222,500	Approved

## Line Item Details

Line Item ID: 257-3-0022

**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**

REPAIR/MAINTENANCE - ESSER3

**Account Number**

99885

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

719 - All Other Improvements

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\*\*Emailed RFP, window design, and environmental letter. 5/16/2023

REPLACEMENT OF THE WINDOWS AT IOLA MIDDLE SCHOOL TO HELP WITH AIR QUALITY AND PURIFICATION TO LESSEN THE RISK OF COVID TRANSMISSION. WE WILL BE REPLACING NON-FUNCTIONING WINDOWS WITH OPERATING WINDOWS TO INCREASE FRESH AIR AND VENTILATION.

USD257 CONTRACTS WITH DCS SERVICES TO SEEK BIDS FROM VENDORS RELEVANT TO THE INDUSTRY, WHILE ISSUING A PROPOSED BUDGET THAT THE PROJECT CAN'T EXCEED. WITH THE REMAINING FUNDS, IOLA USD 257, WOULD LIKE TO START WITH THE SOUTH AND EAST WINDOWS FIRST. WE WILL BE USING REMAINING ESSER III, KDHE GRANT, AND CAPITAL OUTLAY TO COMPLETE THESE TWO PROJECTS.

SOUTH WINDOWS -\$206,318

EAST WINDOWS - \$286,711

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$310,457
<b>Total Expenditures</b>	\$310,457

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 257-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

TECHNOLOGY EQUIPMENT - ESSER3

**Account Number**

99890

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SMARTBOARD INTERACTIVE DISPLAYS AND COMPUTERS FOR CLASSROOMS TO REPLACE THE CURRENT OUTDATED TECHNOLOGY. THIS WILL ALLOW STUDENTS TO SEE LEARNING MATERIALS AND ASSIGNMENTS MORE CLEARLY, AS THEY ARE DISTANCED AND MORE SPREAD OUT IN CLASSROOMS. THIS TECHNOLOGY WILL ALSO ENHANCE CURRICULUM /LESSON DEVELOPMENT TO TARGET COVID LEARNING LOSS AND TO EFFECTIVELY SHARE LESSONS TO BOTH STUDENTS IN THE CLASSROOM AS WELL AS THOSE WHO ARE REMOTE DUE TO COVID QUARANTINE. THIS UPDATED TECHNOLOGY WILL SUPPORT OUR EDUCATORS AS THEY CONTINUE TO CLOSE THE LEARNING GAPS DUE TO COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$176,319
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$176,319

**Status**

Approved

**Line Item Comment from KSDE**

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the EvidenceBased criteria as defined in ESEA.

Line Item ID: 257-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SAFEBASE INSTRUCTION - ESSER3

**Account Number**

99886

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$33,000**Budgeted Expenditures in SFY 2023** \$33,000**Budgeted Expenditures in SFY 2024** \$33,000**Total Expenditures** \$99,000**Status**

Approved

**Line Item Comment from KSDE**

Applicant responded via email: We anticipate hiring 25-30 staff members per year depending on how many students enroll.

Line Item ID: 257-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SAFEBASE TAXES - ESSER3

**Account Number**

99887

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,000**Budgeted Expenditures in SFY 2023** \$3,000**Budgeted Expenditures in SFY 2024** \$3,000**Total Expenditures** \$9,000**Status**

Approved

Line Item ID: 257-3-0004



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SAFEBASE SUPPLIES - ESSER3

**Account Number**

99888

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$6,500**Budgeted Expenditures in SFY 2023** \$6,500**Budgeted Expenditures in SFY 2024** \$6,500**Total Expenditures** \$19,500**Status**

Approved

Line Item ID: 257-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SAFEBASE OTHER DIRECT - ESSER3

**Account Number**

99889

**Function Code**

2710 - Vehicle Operation

**Object Code**

810 - Dues and Fees

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,500**Budgeted Expenditures in SFY 2023** \$2,500**Budgeted Expenditures in SFY 2024** \$2,500**Total Expenditures** \$7,500**Status**

Approved

Line Item ID: 257-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SAFEBASE TUTORING - ESSER3

**Account Number**

99893

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SAFEBASE TUTORING PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS.

**Budgeted Expenditures in SFY 2021** \$20,000**Budgeted Expenditures in SFY 2022** \$20,000**Budgeted Expenditures in SFY 2023** \$20,000**Budgeted Expenditures in SFY 2024** \$20,000**Total Expenditures** \$80,000**Status**

Approved

**Line Item Comment from KSDE**

Applicant responded via email: This funding is for our Safebase tutoring program throughout the school year. The numbers for staff depend on how many students need help. Currently we have 8 -10 staff with 10-20 students.

Line Item ID: 257-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

REPAIR/MAINTENANCE - ESSER3

**Account Number**

99885

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

430 - Repairs and Maintenance Services

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

HVAC UPGRADE CONTINUATION AT THE MIDDLE SCHOOL TO HELP WITH AIR QUALITY AND PURIFICATION TO LESSEN THE RISK OF COVID TRANSMISSION.

<b>Budgeted Expenditures in SFY 2021</b>	\$982,759
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$982,759</u>

**Status**

Approved

**Line Item Comment from KSDE**FY21 -reimbursement, has the work been completed; Applicant responded via email: This project was started with ESSER II Funds.  
Allowable if CDC guidelines are met.

Line Item ID: 257-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

TEXTBOOKS - ESSER3

**Account Number**

99891

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SOCIAL & EMOTIONAL CURRICULUM MATERIAL TO HELP STUDENTS OF ALL AGES TO BETTER COMPREHEND THEIR EMOTIONS AND TO DEMONSTRATE EMPATHY FOR OTHERS DUE TO COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$1,528
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,528</u>

**Status**

Approved

Line Item ID: 257-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Textbooks - ESSER3

**Account Number**

99891

**Function Code**

1000 - Instruction

**Object Code**

640 - Books and Periodicals

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

7 Mindsets curriculum for students. 7 Mindsets have proven to help bridge the gap for students' social emotional needs due to COVID-19. Students' emotions, anxiety, lack of desire due to being home have all increased due to COVID. 7 Mindsets has been beneficial to help put in place strategies and coping mechanisms for the students to handle these feelings. 7 Mindsets encourages appropriate socialization, which has been very limited since 2020 due to COVID and social distancing. Once students are socially and emotionally regulated they are then available to focus on learning, especially at the middle school setting we see the need and the gap even more than before.

<b>Budgeted Expenditures in SFY 2021</b>	\$10,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Approved

Line Item ID: 257-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Textbooks - ESSER3

**Account Number**

99891

**Function Code**

1000 - Instruction

**Object Code**

640 - Books and Periodicals

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

7 Mindsets curriculum for students. 7 Mindsets have proven to help bridge the gap for students' social emotional needs due to COVID-19. Students' emotions, anxiety, lack of desire due to being home have all increased due to COVID. 7 Mindsets has been beneficial to help put in place strategies and coping mechanisms for the students to handle these feelings. 7 Mindsets encourages appropriate socialization, which has been very limited since 2020 due to COVID and social distancing. Once students are socially and emotionally regulated they are then available to focus on learning, especially at the middle school setting we see the need and the gap even more than before.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Approved

Line Item ID: 257-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

EQUIPMENT-ESSER3

**Account Number**

99894

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\*\*DOCUMENTATION (1 BID RECEIVED, HISTORICAL REVIEW) HAS BEEN SENT TO ESSER.

THIS IS THE PROPOSED SYSTEM IS AN EXPANSION OF THE DISTECH CONTROLS PLATFORM USED IN THE SCIENCE CENTER. IT IS A WEB-BASED DDC CONTROLS PLATFORM. THE DISTECH CONTROLS SYSTEM IS AN OPEN-PROTOCOL AND NONPROPRIETARY PLATFORM ALLOWING FUTURE EXPANSION AND RETROFIT AS THE SYSTEMS ARE BACKWARD COMPATIBLE ALLOWING FUTURE EXPANSION AND MODIFICATION WITHOUT DISPLACING THE PREVIOUSLY INSTALLED SYSTEMS TECHNOLOGY. THE DISTECH SYSTEM IS ALSO EXPANDABLE AND INCLUDES ADDITIONAL OPTIONS INCLUDING SEAMLESS INTEGRATION WITH OTHER FACILITY SYSTEMS SUCH AS LIGHTING. THE SYSTEM IS WEB-ENABLED AND DOES NOT REQUIRE PROPRIETARY SOFTWARE TO ACCESS, UTILIZE, AND MAINTAIN. ADDITIONAL INFORMATION REGARDING DISTECH CONTROLS IS AVAILABLE AT WWW.DISTECHCONTROLS.COM. THIS WILL HELP MITIGATE THE SPREAD OF COVID-19 AND ANY OTHER AIR-BORNE DISEASES. IT WOULD HELP IMPROVE OUR INDOOR AIR QUALITY AND FRESH AIR CIRCULATION FOR OUR FACILITY.

\*\*CONSTRUCTION AND CAPITAL EXPENDITURE REQUEST FORM SUBMITTED TO ESSER@KSDE.ORG ON 12/14/2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$374,480
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$374,480</u>

**Status**

Approved

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 257-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

REPAIR/MAINTENANCE-ESSER3

**Account Number**

99885

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

430 - Repairs and Maintenance Services

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\*\*DOCUMENTATION (BIDS RECEIVED, HISTORICAL REVIEW) HAS BEEN SENT TO ESSER.

THE REPLACEMENT OF AN END OF LIFE CHILLER TO HELP MITIGATE THE SPREAD OF COVID-19 AND ANY OTHER AIR-BORNE DISEASES. WE HAVE FOCUSED ON INDOOR AIR QUALITY AND FRESH AIR CIRCULATION/VENTILATION/AIR FILTRATION IN OUR HIGH SCHOOL FACILITY.

\*\*CONSTRUCTION AND CAPITAL EXPENDITURE REQUEST FORM SUBMITTED TO ESSER@KSDE.ORG ON 12/14/2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$75,892
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$75,892</u>

**Status**

Approved

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 257-3-0015



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

TEXTBOOKS - ESSER3

**Account Number**

99891

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\*\*Clarification: The full CKLA quote is \$223,518. The requested amount from ESSER \$133,345 will cover the materials that directly impact our Special Education population and our title one intervention students. The difference will be covered by the district curriculum budget to cover materials for the core.

Amplify curriculum for grades K-5: Currently our reading data shows that on average our students are 56% at benchmark in reading. There are many factors that contribute to this. First, students lost a lot during COVID and getting them back on track has been a challenge. Second, the materials we are using to teach our core reading instruction are piece-mealed together. This is what we had on hand to teach and do our best with. This year, some of our classrooms have been piloting the Amplify CKLA curriculum. These classrooms have had an increase of students reading at level, each classroom that has used the CKLA materials this year have resulted in better Fastbridge data than the ones that have not. We have found the materials to be at a higher level along with explicitly teaching the skills. Two quality pieces to a core curriculum. Amplify also comes with mClass which provides interventions and reteaching opportunities. Our Special Education department has used a few of these resources along with our tiered systems of support interventions. Again, the materials are high quality and provide the support the students need to fill the gaps. This has proven to be more beneficial than asking teachers to pull other materials to teach their standards.

Our first grade is at 33% at benchmark, 33% some risk, and 33% high risk for reading levels. This seems to be a trend in Kansas due to COVID. Though we are providing the very best we can for first grade, quality materials with explicit instruction will help us fill the void and close the gap. We are seeing an increase in gaps, needs, and behaviors with our preschool and kindergarten students as well, due to COVID. We need to implement a quality core program now to change the impact that COVID has left on our students.

Overall, the Amplify CKLA purchase should qualify for the 20% ESSER money because it addresses the learning loss and the gaps created by COVID. This will provide students with evidence based core instruction to emphasize the skills that the students are lacking and to expose students to a rigorous program to help solidify our reading success.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$133,345
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$133,345</u>

**Status**

Approved

**Line Item Comment from KSDE**

As per district, the full cost of this curriculum was \$275,000. The Core programs were not paid out of ESSER funds, only the Supplemental portion for the most impacted groups.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

TEXTBOOKS - ESSER3

**Account Number**

99891

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\*\*Clarification: The requested ESSER amount will cover materials for our Special Education population and used in our intervention language arts class for students that are not at grade level. The core materials for the classroom will be provided by the district curriculum budget.

MyPerspectives curriculum for grades 6-8 and interest based ELA for 9-12th. Some of the main impacts COVID had on our 6th-12th grade students is their lack of interest in learning, their learning loss created larger gaps, which resulted in struggling students that lack the desire to try. As educators, we can address the learning loss by providing quality, explicit, evidenced based materials for our students, along with making the learning interesting and relevant. Our 6th-12th grade teachers piloted a couple of programs this school year and found that the interest level of our students during myPerspectives lessons was high. But the most exciting part is that our middle school reading scores for students at benchmark increased from fall to winter. Our at benchmark kids increased by 10% at 6th grade, 9% at 7th grade, and 3% at 8th grade. This shows that having quality materials with explicit instruction can and will close our learning gap and increase students that are reading at grade level. Our high school piloted an interest based program within their materials where students could choose the class based on a topic. The teachers still taught the standards but used different materials/stories to do it (fantasy, mystery, biographies, etc). We found a higher level of engagement, effort, and scores. Now that we have piloted we are requesting the 20% ESSER money to fund these programs to help with our 6th through 12th grade loss and gaps. We believe addressing this learning loss within the core we will reach more students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$80,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$80,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

TEXTBOOKS - ESSER3

**Account Number**

99891

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

IXL for grades 2-12. To combat learning loss in math and reading we are implementing IXL learning for students 2nd grade through high school. This provides students an opportunity to take a diagnostic in reading and math and allows them time to work on skills that they are missing and help them get to grade level skills more quickly.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,158
<b>Budgeted Expenditures in SFY 2024</b>	\$8,105
<b>Total Expenditures</b>	<u>\$20,263</u>

**Status**

Approved

Line Item ID: 257-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

TEXTBOOKS - ESSER3

**Account Number**

99891

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Lexia: To combat learning loss in reading we are utilizing Lexia learning for students in kindergarten and 1st grade. This provides students an opportunity to take a diagnostic in reading and work on skills that they are needing to help them get to grade level skills more quickly.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,200
<b>Budgeted Expenditures in SFY 2024</b>	\$7,200
<b>Total Expenditures</b>	<u>\$14,400</u>

**Status**

Approved

Line Item ID: 257-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SALARY - ESSER3

**Account Number**

99992

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Adding an additional teacher at Preschool, Kindergarten, and First Grade will address learning loss in the areas of math and reading by keeping our student/teacher ratio lower. We will be able to provide more intensive interventions with our special populations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$142,316
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$142,316</u>

**Status**

Approved

Line Item ID: 257-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

INCENTIVES CERTIFIED - ESSER3

**Account Number**

99981

**Function Code**

2500 - Central Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

PREMIUM INCENTIVE PAY FOR ADDITIONAL DUTIES THAT ARE IMPOSED UPON EACH EMPLOYEE TO PROTECT OUR STUDENTS, STAFF AND COMMUNITY AGAINST COVID-19 (102 STAFF MEMBERS)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$51,000
<b>Budgeted Expenditures in SFY 2023</b>	\$102,000
<b>Budgeted Expenditures in SFY 2024</b>	\$102,000
<b>Total Expenditures</b>	<u>\$255,000</u>

**Status**

Approved

Line Item ID: 257-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

INCENTIVES CLASSIFIED - ESSER3

**Account Number**

99991

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

PREMIUM-INCENTIVE PAY FOR ADDITIONAL DUTIES THAT ARE IMPOSED UPON EACH EMPLOYEE TO PROTECT OUR STUDENTS, STAFF AND COMMUNITY AGAINST COVID-19. (89 STAFF MEMBERS)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$44,500
<b>Budgeted Expenditures in SFY 2023</b>	\$89,000
<b>Budgeted Expenditures in SFY 2024</b>	\$89,000
<b>Total Expenditures</b>	<u>\$222,500</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0258

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Humboldt	801 New York, Humboldt, KS 667481801	801 New York, Humboldt, KS 667481801
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Amber Wheeler	amber.wheeler@usd258.net	(620) 473-3121

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Amber Wheeler	Superintendent	amber.wheeler@usd258.net	(620) 333-9669

## 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.usd258.net/39939\\_1](https://www.usd258.net/39939_1)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

We will continue to increase the amount of custodial staff in schools to increase cleaning. This will also require an increase in cleaning supplies. We will continue to offer masks and hand-sanitizer. We will continue to use social distancing when appropriate and possible.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

In developing our ESSER plan, we conducted a survey and hosted focus groups with student leadership groups to determine their highest levels of need for pandemic-related instruction and support. The following supports received the most interest from our students:

1. Supports for Social/Emotional Learning
2. Extra-Curricular Activities - They specifically mentioned needing to incorporate field trips and off-site learning activities as part of summer programs and with kids to replace those experiences that were lost during COVID, not only in missed school activities but in many families who put off vacation or trip experiences.
3. Facility Upgrades

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

## **Families**

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

1. Additional supports for academic needs.
2. Additional supports for Social/Emotional needs.
3. After-school programming
4. Additional supports for behavior needs.

You will see that these suggestions from parents are reflective in the plan we developed.

## **School and District Administrators including Special Education Administration**

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.

1. Additional supports with behavior needs.
2. Additional supports to address academic needs.
3. Increased opportunities for outside of school programming. (summer or after-school)

You will see that this information plays a prominent role in our ESSER plan.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

We allowed all staff members, including classified, teachers, and administrators to participate in a survey regarding needs and use of funds. We also visited with our National Education Association in a meeting. Administrators met extensively to discuss current needs, their current building assessment and the effects of COVID on our results.

Results from those discussions continued to emphasize needs for behavior support, academic supports, social/emotional supports, and extended learning opportunities. Teachers and staff also indicated a need to retain highly trained staff and teachers after several years with high expectations.

## **Tribes**

In a review of our student information system, we identified students who reported as members of a tribe. During a survey sent to those parents, they indicated the following strategies would be of the greatest benefit to them:

1. Additional supports with behavior needs.
2. Additional supports to address academic needs.

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

Due to the small numbers indicated by our student information system, we also reached out to the Kickapoo Tribe in our state to seek feedback regarding suggestions to best meet the needs of Native American students. While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit our Native American students:

1. Additional supports with behavior needs.
2. Additional supports to address academic needs.
3. Additional supports for out of school learning time.

### **Civil Rights Organization including Disability Rights Organizations**

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

NAACP

Kansas Action for Children

While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit all populations of our students:

1. Additional supports with behavior needs.
2. Additional supports to address academic needs.
3. Additional supports for out of school learning time.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. In reviewing our student information system, we confirmed that we serve 109 children with disabilities, 1 English Learner, 0 children experiencing homelessness, 1 child in foster care, 0 migratory students, 0 children who are incarcerated, 2 children who we self-identified as underserved. Where representation in each group occurs, we have contacted the families of these students and provided opportunities for their feedback. Additionally, we conducted a survey and visited directly with students in conversations who met the criteria for one or more of these subgroups. It was clear from these conversations and feedback from students and stakeholders that the following supports were most needed:

1. Additional supports to address academic needs.
  2. Additional supports to address behavior needs.
  3. Additional supports to address social/emotional needs.
- While not as highly rated by all, several also identified the need for professional development for teachers and staff. You will see that these suggestions are reflective in the plan we developed.

### **Provide the public the opportunity to provide input and take such input into account**

We collected feedback from the public through an open survey and then shared that information during an open session of board meeting, with administrators, and will share it again at our back-to-school events with staff.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**



COVID 19 required the closing of all schools in the district from March 2020-the end of that school year. The district reopened, but quarantines and students choosing remote impacted the attendance and learning of students. Local groups identified several effects, including increased mental health and behavior needs, academic learning loss, a lack of opportunities for students outside our school buildings, and an increased need for professional development and academic intervention. The district did not see a disproportionate impact on any particular special population in the district as mitigation factors, such as hot spots, and increased support for special education students have been employed.

**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)**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will contract with our local service center to provide an instructional coach who will work with both our in-house coaches to facilitate an ongoing coaching structure within our district. This will pay 6 educators in our district a stipend for time outside the day spent at conferences, attending training sessions, and working directly with our behavior coach. It will also cover time for them to work on plan times, prep for substitutes as necessary, and meet outside school time with teachers needing assistance with behaviors. We are providing each team member with \$1500 stipend. During the 2nd year, we will add a trainee position in order to continue to keep our team at 6 members as members retire or move. Hattie's research indicates an effect size of .62 for strategies related to behavior intervention.

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 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the inclusion of off-site activities and any fees that might be associated with those activities. It is factored on a \$50 per student for the summer.

Evidence: <https://www.sciencedirect.com/science/article/abs/pii/S0885200612000427>

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will contract with our local service center to provide an instructional coach who will work with both our in-house coaches to facilitate an ongoing coaching structure within our district. We will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

[https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_PA\\_Improving\\_Teacher\\_Performance\\_Through\\_Instructional\\_Coaching.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_Improving_Teacher_Performance_Through_Instructional_Coaching.pdf)

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Teachers will meet to review student achievement data, determine how to best meet the needs of those students who are displaying potential learning loss or at-risk of failing. This will pay for substitutes for teachers to attend student improvement team meetings, collaboration and planning sessions for interventions, and relevant PD to address the learning losses of our students due to COVID.

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings.

USD 258 will use ESSER III funding to provide retention incentive premium pay of \$1500 per employee to provide for the additional duties required to work in a COVID environment and to maintain staffing through 2024. This will be paid in November to certified staff and in November/May to classified staff in 2 payments. A total of 107 staff currently qualify.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

We will utilize FastBridge assessments and survey data to ensure we continue working towards our goals of positively impacting the losses due to COVID. We will utilize academic screeners and diagnostic assessments, state assessment data, and social/emotional screeners to ensure we target those students most affected and that the interventions we are utilizing are being effective.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$942,370	\$0	\$942,370	ESSER III Allocations	\$188,474
Approved Total	\$628,509	\$0	\$628,509	Approved Total	\$251,211
Amount Left	\$313,861	\$0	\$313,861	Amount Still Needed	\$0
In Review Total	\$313,861	\$0	\$313,861	In Review Total	\$1,500
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
258-3-0026	Direct	False	1000	110	16	\$311,650	Task Force Review
258-3-0027	Direct	True	1000	110	12	\$1,000	Task Force Review
258-3-0028	Direct	True	1000	221	12	\$200	Task Force Review
258-3-0029	Direct	True	1000	200	12	\$200	Task Force Review
258-3-0030	Direct	False	2119	110	10	\$100	Task Force Review
258-3-0031	Direct	False	1000	300	12	\$100	Task Force Review
258-3-0032	Direct	True	1000	600	12	\$100	Task Force Review
258-3-0033	Direct	False	2000	110	1D	\$511	Task Force Review
258-3-0001	Direct	True	1000	110	11A	\$62,700	Approved
258-3-0002	Direct	True	1000	120	11A	\$18,900	Approved
258-3-0003	Direct	True	1000	221	11A	\$6,528	Approved
258-3-0004	Direct	True	1000	610	11A	\$5,000	Approved
258-3-0005	Direct	True	1000	329	11A	\$10,000	Approved
258-3-0006	Direct	False	2000	120	16	\$104,682	Approved
258-3-0007	Direct	False	2000	210	16	\$12,168	Approved
258-3-0008	Direct	False	2000	214	16	\$24,336	Approved
258-3-0009	Direct	False	2000	221	16	\$8,375	Approved
258-3-0010	Direct	False	2000	221	16	\$3,000	Approved
258-3-0011	Direct	False	2000	618	16	\$30,000	Approved
258-3-0013	Direct	True	1000	111	6	\$106,307	Approved
258-3-0014	Direct	True	1000	210	6	\$12,168	Approved
258-3-0015	Direct	True	1000	221	6	\$8,506	Approved
258-3-0016	Direct	True	1000	214	6	\$102	Approved
258-3-0017	Direct	True	1000	290	6	\$4,200	Approved
258-3-0018	Direct	False	1000	320	6	\$72,500	Approved
258-3-0019	Direct	False	1000	110	12	\$19,500	Approved
258-3-0020	Direct	False	1000	320	12	\$57,000	Approved
258-3-0022	Direct	False	1000	115	12	\$20,000	Approved
258-3-0023	Direct	False	2124	500	5	\$25,737	Approved
258-3-0024	Direct	True	1000	110	11B	\$10,800	Approved

## Line Item Details

Line Item ID: 258-3-0026

**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**

Premium Pay

**Account Number**

84220

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 258 will use ESSER III funding to provide retention incentive premium pay of \$1500 per employee to provide for the additional duties required to work in a COVID environment and to maintain staffing through 2024. This will be paid in November to certified staff and in November/May to classified staff in 2 payments. A total of 107 staff currently qualify.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$160,500
<b>Budgeted Expenditures in SFY 2024</b>	\$151,150
<b>Total Expenditures</b>	\$311,650

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$160,500 SFY 2023.

Line Item ID: 258-3-0027

**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**

Certified Salaries

**Account Number**

84120

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW Evidence suggests that targeted intervention for student positively addresses learning loss among students. This salary will be for an interventionist for 6th - 12th grades to target students whose learning is not at grade level due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
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<b>Total Expenditures</b>	<u>\$1,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 258-3-0028

**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**

FICA

**Account Number**

84110

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW Evidence suggests that targeted interventions positively impact learning loss. This will be for FICA for an interventionist at 6th-12th who will target learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$200
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<b>Total Expenditures</b>	<u>\$200</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

84101

**Account Number**

Benefits

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW Evidence suggests that targeted interventions positively impact learning loss. This will be for benefits for an interventionist at 6th-12th who will target learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$200
<b>Total Expenditures</b>	\$200

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

84140

**Function Code**

2119 - Other Attendance and Social Work Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests that mental health services positively impact student mental health and learning. Due to COVID, mental health needs have risen sharply in our community. This will pay the district's portion of the mental health liaison position.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$100
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<b>Total Expenditures</b>	\$100
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 258-3-0031

**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**

84145

**Account Number**

Purchased Instructional Services

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests that background knowledge and experiences play a large part in comprehension, especially for vulnerable populations. As a result of COVID, many of these experiences have been skipped for our students. This will allow for students to participate in off-campus activities designed to build background knowledge, especially in the area of STEM.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$100
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<b>Total Expenditures</b>	\$100
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Materials

**Account Number**

84150

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests that interventions provide positive results for students. Due to COVID, students need additional intervention support. This will be for the instructional materials for our intervention groups.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$100
<b>Total Expenditures</b>	\$100

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

84148

**Function Code**

2000 - Support Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

1D - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests that providing students with opportunities to participate in internships and off-campus activities strengthens their post-secondary success. Due to COVID, many off-campus experiences have been canceled. We will employ a Coordinator position that will focus on helping students connect with these experiences.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$511
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<b>Total Expenditures</b>	\$511
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 258-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Salaries Certified

**Account Number**

57800

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

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 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the salaries for teachers. \$25/hr for 4.5 hrs for 12 teachers for 21 days. It also includes a \$3000 stipend for a coordinator to oversee the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$31,350
<b>Budgeted Expenditures in SFY 2024</b>	\$31,350
<b>Total Expenditures</b>	\$62,700

**Status**

Approved

Line Item ID: 258-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Salaries Classified

**Account Number**

57801

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

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 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the salaries for paraprofessionals. Pay is \$20 per hour for 4.5 hrs for 5 paras for 21 days.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,450
<b>Budgeted Expenditures in SFY 2024</b>	\$9,450
<b>Total Expenditures</b>	<u>\$18,900</u>

**Status**

Approved

Line Item ID: 258-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Salaries FICA

**Account Number**

57802

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

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 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is FICA for the teachers and paraprofessionals

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,264
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<b>Budgeted Expenditures in SFY 2024</b>	\$3,264
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<b>Total Expenditures</b>	<u>\$6,528</u>
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**Status**

Approved

Line Item ID: 258-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Materials

**Account Number**

57803

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

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 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the supplies and materials for the program. Teachers will need activity items, specific resources, etc. Examples would include crayons, construction paper, counters, workbooks for intervention materials, bags, ten-frames, etc. It is based on an a \$25 per student amount.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

Line Item ID: 258-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Activities

**Account Number**

57804

**Function Code**

1000 - Instruction

**Object Code**

329 - Other Professional Educational Services

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

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 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the inclusion of off-site activities and any fees that might be associated with those activities. It is factored on a \$50 per student for the summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Approved

Line Item ID: 258-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Custodial Salaries

**Account Number**

57805

**Function Code**

2000 - Support Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings. Salary

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$51,064
<b>Budgeted Expenditures in SFY 2024</b>	\$53,618
<b>Total Expenditures</b>	<u>\$104,682</u>

**Status**

Approved

Line Item ID: 258-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Custodial Benefits Medical Insurance

**Account Number**

57806

**Function Code**

2000 - Support Services

**Object Code**

210 - Group Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings. Insurance

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,084
<b>Budgeted Expenditures in SFY 2024</b>	\$6,084
<b>Total Expenditures</b>	<u>\$12,168</u>

**Status**

Approved

Line Item ID: 258-3-0008

**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**

Custodial Benefits Life Insurance

**Account Number**

57807

**Function Code**

2000 - Support Services

**Object Code**

214 - Life Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings. Life Insurance

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,168
<b>Budgeted Expenditures in SFY 2024</b>	\$12,168
<b>Total Expenditures</b>	\$24,336

**Status**

Approved

Line Item ID: 258-3-0009

**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**

Custodial Salaries Taxes and Benefits

**Account Number**

57808

**Function Code**

2000 - Support Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings. FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,085
<b>Budgeted Expenditures in SFY 2024</b>	\$4,290
<b>Total Expenditures</b>	\$8,375

**Status**

Approved

Line Item ID: 258-3-0010



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Custodial Benefits Taxes and Benefits

**Account Number**

57809

**Function Code**

2000 - Support Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings. 403B Match

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Approved

Line Item ID: 258-3-0011

**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**

Custodial Supplies

**Account Number**

57810

**Function Code**

2000 - Support Services

**Object Code**

618 - Cleaning Supplies and Chemicals

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the continuing pandemic, the district will need to continue to purchase additional cleaning supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Approved

Line Item ID: 258-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

57812

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$51,857
<b>Budgeted Expenditures in SFY 2024</b>	\$54,450
<b>Total Expenditures</b>	<u>\$106,307</u>

**Status**

Approved

Line Item ID: 258-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Benefits

**Account Number**

57813

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,084
<b>Budgeted Expenditures in SFY 2024</b>	\$6,084
<b>Total Expenditures</b>	<u>\$12,168</u>

**Status**

Approved

Line Item ID: 258-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

57814

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,150
<b>Budgeted Expenditures in SFY 2024</b>	\$4,356
<b>Total Expenditures</b>	<u>\$8,506</u>

**Status**

Approved

Line Item ID: 258-3-0016

**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**

Certified Benefits

**Account Number**

57815

**Function Code**

1000 - Instruction

**Object Code**

214 - Life Insurance

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$51
<b>Budgeted Expenditures in SFY 2024</b>	\$51
<b>Total Expenditures</b>	<u>\$102</u>

**Status**

Approved

Line Item ID: 258-3-0017

**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**

Certified Benefits

**Account Number**

57816

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,100
<b>Budgeted Expenditures in SFY 2024</b>	\$2,100
<b>Total Expenditures</b>	<u>\$4,200</u>

**Status**

Approved

Line Item ID: 258-3-0018

**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**

Purchased Instructional Services

**Account Number**

57817

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education Services

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will contract with our local service center to provide an instructional coach who will work with both our in-house coaches to facilitate an ongoing coaching structure within our district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$35,000
<b>Budgeted Expenditures in SFY 2024</b>	\$37,500
<b>Total Expenditures</b>	<u>\$72,500</u>

**Status**

Approved

Line Item ID: 258-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

57814

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests behaviors can significantly impact the learning of students in the classroom. Our local feedback indicated a direct need in improving this area due to an increase in behavior/mental health-related incidents due to COVID. This will pay 6 educators in our district a stipend for time outside the day spent at conferences, attending training sessions, and working directly with our behavior coach. It will also cover time for them to work on plan times, prep for substitutes as necessary, and meet outside school time with teachers needing assistance with behaviors. We are providing each team member with \$1500 stipend. During the 2nd year, we will add a trainee position in order to continue to keep our team at 6 members as members retire or move.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$9,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$10,500
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<b>Total Expenditures</b>	\$19,500
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**Status**

Approved

**Line Item Comment from KSDE**

district would like to delete this line item - it is a duplicate

Line Item ID: 258-3-0020



**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**

Purchased Instructional Services

**Account Number**

57817

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence suggests behaviors can significantly impact the learning of students in the classroom. Our local feedback indicated a direct need in improving this area due to an increase in behavior/mental health-related incidents due to COVID. Therefore, we will contract with our local service center to provide a behavior specialist that will work one-on-one with struggling students, assist SIT teams in developing plans, provide on-site and on-time professional development for teachers, and deeply train and coach a group of 6 educators to become a behavior intervention team that will facilitate an ongoing structure within our district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$27,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
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<b>Total Expenditures</b>	\$57,000
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**Status**

Approved

Line Item ID: 258-3-0022

**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**

Substitutes

**Account Number**

57818

**Function Code**

1000 - Instruction

**Object Code**

115 - Temporary Certified Substitutes' Salaries for Certified Staff

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Teachers will meet to review student achievement data, and determine how to best meet the needs of those students who are displaying potential learning loss due to COVID. This will pay for substitutes for teachers to attend student improvement team meetings, collaboration and planning sessions for interventions, and relevant PD to address the learning losses of our students due to COVID. This will provide 100 days per year to be used by our PreK-12 staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	\$20,000

**Status**

Approved

Line Item ID: 258-3-0023

**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**

Purchased Services

**Account Number**

84500

**Function Code**

2124 - Information Services

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

5 - Procedures and systems to improve LEA preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW In order to allow for additional social distancing and remote options for those involved in quarantine situations due to COVID, the district would purchase an online enrollment option that would allow families to enroll for the following year virtually.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18,237
<b>Budgeted Expenditures in SFY 2024</b>	\$7,500
<b>Total Expenditures</b>	\$25,737

**Status**

Approved

Line Item ID: 258-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

84140

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW Due to COVID, students are experiencing higher levels of learning loss and lower attendance rates. We are implementing a program at our high school and middle school to provide support for students needing assistance with work or studying. We plan to offer one "study" night every 2 weeks for an average of 4.5 hours (in order to have slots available to student-athletes as well). We will employ 2 staff for middle school and 2 staff for high school during that time at \$20 per hour. We plan to have approximately 10 evenings in the second semester of 22-23 school year and approximately 20 evenings in 2023-24. This will utilize the KSDE approved evidence-based practice of "after school homework assistance" to all students, especially low SES students, a subgroup commonly affected by Covid-related learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,600
<b>Budgeted Expenditures in SFY 2024</b>	\$7,200
<b>Total Expenditures</b>	<u>\$10,800</u>

**Status**

Approved

Line Item ID: 258-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

SS/AS Supplies

**Account Number**

84630

**Function Code**

1000 - Instruction

**Object Code**

630 - Food and Milk

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW Due to COVID, students are experiencing higher levels of learning loss and lower attendance rates. We are implementing a program at our high school and middle school to provide support for students needing assistance with work or studying. We plan to offer one "study" night every 2 weeks for an average of 4.5 hours (in order to have slots available to student-athletes as well). We will allocate \$100 each night for snacks/meal for attendees for middle school and the same for the high school evenings. This will utilize the KSDE approved evidence-based practice of "after school homework assistance" to all students, especially low SES students, a subgroup commonly affected by Covid-related learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$4,000
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0281

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Graham County	117 N. 3rd Ave, Hill City, KS 676420309	Box 309, Hill City, KS 676420309
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Dale Deighton	daledeighton@usd281.com	(785) 421-2135

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Dale Deighton	Superintendent	daledeighton@usd281.com	(785) 421-2135
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Rebecca Richmeire		rebeccarichmeier@usd281.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.

[www.usd281.com](http://www.usd281.com)

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

We have hired a software specialist, an elementary counselor, and we are going to provide after school tutoring for students that need or want help with their learning loss.

The software specialist is able to help students and teachers with computer problems when they encounter them. The specialist is also able to research new uses for using the technology and teach the teachers how to better utilize their computers and other classroom technology. In addition to the hiring of the software specialist, we have provided every student, teacher and every classroom with the technology that will help with presenting lessons remotely if necessary and understanding of lessons. We have 1:1 student devices district wide and have developed a rotation for new devices at grades 3, 6, and 9. Students in grades K-2 use ipads while students in grades 3-12 use laptops. Teachers and classrooms are equipped with ClearTouch interactive panels, laptops, and ipads for live streaming of instruction when necessary.

We have purchased the Fastbridge program to assist in identifying students that have experienced learning loss due to the pandemic. This program provides universal screenings in math and reading as well as diagnostic reports and progress monitoring. It will help us target specific skills and provide appropriate interventions in the classroom and after school tutoring program.

The addition of the elementary counselor has helped our young students with the emotional effects of the pandemic. The counselor teaches one lesson per month in each classroom using the Sanford Harmony social emotional learning curriculum. She also sees individuals and small groups as needed and organizes the Ringnecks CARE and school families programs at our grade school. Cooperation, achievement, resilience, and empathy are the character traits represented by Ringnecks CARE and taught in school family groups two times each month. In addition to the grade school counselor being a great asset at our grade school, the hiring of this position has allowed our 7-12 grade counselor to be more focused on the junior/senior high school needs such as individual counseling with students, college and career preparation, ACT administration, and SAFE Date presentations, to name a few.

We will implement the after school tutoring program in the Fall of 2022. Students will be able to work with any teacher at any level to receive help with their learning loss. Fastbridge data will be used to identify gaps in learning and provide appropriate interventions.

## 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 surveyed each student from grades 4-12. The students filled out the survey during their homeroom time. This survey will give the students the ability to voice their opinion and have input on where would be the best use of the money to help offset the effects of the COVID pandemic on their lives.

### Families

We surveyed our families by email, put on our facebook page and put on our webpage so that our parents would have the opportunity to give their input on how and where they feel the best place to use the money to help offset the effects of the COVID-19 viruses effect on their children. The results from the survey showed that our parents wanted for us to use funds to provide an interventions to help children that have some learning loss. They believe that it is also important to have an afterschool program for helping students with learning loss due to the pandemic.

### School and District Administrators including Special Education Administration

Through administration meetings, meetings with the staff and our NKSEC staff, all areas of the school will have the opportunity to share their opinions on how to serve our students the best. We need all input to make sure that we are able to serve our students emotional needs, educational needs and social needs to reduce the effects of the COVID 19 pandemic.

### Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Meetings are held with principals, building leadership team, building faculty, janitorial staff, bus drivers and the local teachers union leadership. All of the different teams will have the opportunity to express their views on how to best serve our students' needs due to the effects of the COVID-19 pandemic by filling out the USD 281 COVID-19 survey.

## **Tribes**

According to our community survey, we don't have any tribes or the tribal people that we have do have did not want to mark that category. 80% of our community members marked the category stating that they preferred not to answer.

## **Civil Rights Organization including Disability Rights Organizations**

We don't have any civil rights organizations or disability rights organizations in Graham County. The Hill City chamber of commerce was asked if there were any organizations operating in Graham County and they said no, Graham County courthouse was asked if there were any organizations operating in Graham County and they said no, and the Hill City city office was asked if there were any organizations operating in Graham County and they said no. The results from our community survey did not have any organizations identified in what people filled out. We sent our survey to the state Kansas Actions for Children and received no response to our survey.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Our students with disabilities and children in foster care, these groups are being represented by our special education service center Northwest Kansas Service Center. The service center is the representative organization for these two groups of students and they make sure that these two groups are served to help alleviate the effects of the COVID-19 pandemic. We do not have any ELL students in the district as per our demographic data that parents fill out at enrollment. We do not have any students incarcerated as per the Graham County sheriff.

## **Provide the public the opportunity to provide input and take such input into account**

The USD 281 Community Survey for the COVID-19 pandemic will be emailed to everyone in the Chamber of Commerce organization, Rotary Club, Lions Club, and the Survey will be placed on the USD 281 website and USD 281 Facebook page.

We plan to revamp our District Site Council as well for the 22-23 school year and hope to include parents, community members, and district staff to represent the school, community, and student needs.

The results: 39% of the respondents were Parents, 19.2% were community members, 11% were business owners, 1.5% were service providers, 17.2% staff members, 44% students, 3% other.

Groups that they were associated with: Tribes 0%, Civil rights organizations 0%, Representing interest of Children with disabilities 5.6%, Representing interest of Children with ELL 1%, Representing interest of Children with homeless 0%, Representing interest of Children in foster care 1.5%, Representing interest of Children of migratory 1%, Preferred not to say 86.9%, Other 5%.

## **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.**

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We have observed significant learning loss based on state assessment tests for the 2021 school year compared to the scores in 2019.

-Class of 2028 ELA Scores: 36% level 1, 39% level 2, 24% level 3, 0% level 4; For example in the Class of 2028 there are 33 students in this class and 14 students scored the same level, 11 dropped one level, 1 dropped 2 levels and 1 went up a level.

-Class of 2027 ELA Scores: 78% level 1, 7% level 2, 7% level 3, 7% level 4; The Class of 2027 has 27 students 9 stayed the same level, 11 dropped one level, 5 dropped 2 levels.

-Class of 2028 Math Scores: 48% level 1, 39% level 2, 12% level 3, 0% level 4; The class of 2028 there are 33 students in this class and 7 stayed the same level, 18 dropped one level, 2 dropped 2 levels.

-Class of 2027 Math Scores: 63% level 1, 19% level 2, 15% level 3, 4% level 4; The class of 2027 has 27 students and 8 stayed the same level, 15 dropped a level, 2 dropped 2 levels.

We have also instituted the use of ASQ3 and ASQ SE:2 to help the families to be more aware of developmentally appropriate growth and development. We have implemented the ESGI assessment tool for Kindergarten screening to help determine placement for students into either a transitional kindergarten or the traditional Kindergarten class and Title 1 has been extended to include kindergarten to help with the effects of the COVID 19 pandemic on our most vulnerable students. Fastbridge has been utilized for a tiered system of intervention for reading. Ringneck CARE program has been tailored to be a more targeted program to help with student "care for each other". We also use Lexia, STAR, Study Island, and Edgenuity Credit Recovery for learning loss interventions.

90% of the people that filled out our survey stated that they felt that it was somewhat to very important that we provide after school tutoring.

76% of the people that filled out our survey stated that they felt that it was somewhat to very important that we provide summer school.

92% of the people that filled out our survey stated that they felt that it was somewhat to very important that we provide an interventionist to help with the students learning loss due to the pandemic.

91% of the people that filled out our survey stated that they felt that it was somewhat to very important that we preform enhanced cleaning of the facility.

95% of the people that filled out our survey stated that they felt that it was somewhat to very important that we provided training for our teachers.

96% of the people that filled out our survey stated that they felt that it was somewhat to very important that we provided counseling services for our students.

92% of the people that filled out our survey stated that they felt that it was somewhat to very important that we retained the teachers that we currently have employed.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

We have implemented the fastbridge software to give us information on where our students needs are at and how to use the interventions to help our students regain the learning loss and to excel even more. We are going to institute the after school tutoring for those student wanting help to regain the learning loss that has been identified with the fastbridge software and with teacher identification.



## **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We have used the money to pay for the elementary counselor to help our students with issues that have arisen due to the effects of the COVID 19 pandemic, extra Janitor to help with the extra cleaning that is needed to make sure that we are not spreading the virus, the software specialist and have purchased technology hardware for each student teacher in the district to help meet the needs of our students and teachers due to the COVID 19 pandemic. Hire an intervention specialist for the school.

## **How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

We have provided several professional learning opportunities addressing Trauma Informed Schools to all staff. This professional learning has been facilitated by ESSDACK. Teachers, counselors, secretaries, principals, janitors, paras, and bus drivers have been and continue to be trained on how the environment that a person is in affects how that person acts on a daily basis. We are in the process of becoming a Resilience Oriented School. When people develop empathy for each other and realize that everyone has different events that happen in their lives that affect how they behave, we understand and can help our students and our coworkers regulate when a person become dysregulated and thus is not behaving in a manner that allows a person to function in a public setting such as a classroom. This training helps our entire staff to work with every person that is in our buildings. All students benefit when schools implement trauma informed practices; particularly students from low-income families, children with disabilities, and children in foster care situations. Students who have experiences such as the ones listed above or have experienced other adverse childhood reactions are more likely to be dysregulated. This district-wide shift in mindset to be more resilience oriented will help students with these needs, learn from their dysregulation and behavior, and eventually lead to a better regulated learning environment.

The Fastbridge program will help all students in reading and math with the learning loss that they have experienced from the effects of the COVID 19 pandemic.

Social media is a game changer for current communication with all of our families. We increased our communication by creating a Hill City Grade School Facebook page and also have an increased following on the USD 281 Facebook page due to the increased posts promoting events and student achievement. We have updated the USD 281 web page with the assistance of Aptegey and regularly post updates and district information on that site. These changes have provided improved communication with our families which has resulted in our families being better informed about their children are learning as well as district events and initiatives.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$591,113	\$0	\$591,113	ESSER III Allocations	\$118,223
Approved Total	\$278,863	\$0	\$278,863	Approved Total	\$27,248
Amount Left	\$312,250	\$0	\$312,250	Amount Still Needed	\$90,975
In Review Total	\$282,917	\$0	\$282,917	In Review Total	\$86,318
Amount Left	\$29,333	\$0	\$29,333	Amount Still Needed	\$4,657

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
281-3-0010	Direct	True	2100	110	12	\$68,064	Task Force Review
281-3-0011	Direct	True	2100	110	11B	\$18,254	Task Force Review
281-3-0012	Direct	False	2100	110	11A	\$19,750	Task Force Review
281-3-0013	Direct	False	1000	700	9	\$60,064	Task Force Review
281-3-0016	Direct	False	1000	150	16	\$116,785	Task Force Review
281-3-0001	Direct	False	2600	120	16	\$52,000	Approved
281-3-0002	Direct	False	2100	110	10	\$86,200	Approved
281-3-0003	Direct	False	2100	110	4	\$113,415	Approved
281-3-0009	Direct	True	1000	300	9	\$27,248	Approved

## Line Item Details

Line Item ID: 281-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries

**Account Number**

41052

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

CHANGE. Intervention specialists to help identify students that are showing effects that have caused learning loss and to develop interventions to help bring the students up to the level that they should be on.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$23,064
<b>Budgeted Expenditures in SFY 2024</b>	\$45,000
<b>Total Expenditures</b>	<u>\$68,064</u>

**Status**

Task Force Review

Line Item ID: 281-3-0011

**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**

Salaries

**Account Number**

41052

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

CHANGE-Providing after school tutoring for the students that want help or have been identified as having learning loss due to the COVID 19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,127
<b>Budgeted Expenditures in SFY 2024</b>	\$9,127
<b>Total Expenditures</b>	<u>\$18,254</u>

**Status**

Task Force Review

Line Item ID: 281-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries

**Account Number**

41052

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

CHANGE-Providing summer school for those students that have experienced learning loss due to the COVID 19 pandemic.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,750**Budgeted Expenditures in SFY 2023** \$8,000**Budgeted Expenditures in SFY 2024** \$8,000**Total Expenditures** \$19,750**Status**

Task Force Review

Line Item ID: 281-3-0013

**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**

Computer equipment for students

**Account Number**

41130

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

CHANGE-Computers for students to use everyday either remote or in the classroom. Provides a computer for each and every student to help with the learning loss created by the pandemic.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$28,064**Budgeted Expenditures in SFY 2024** \$32,000**Total Expenditures** \$60,064**Status**

Task Force Review

Line Item ID: 281-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention Pay for Employees

**Account Number**

42500

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Pay to help retain our employees due to the effects of the COVID-19 pandemic and employment shortage. The payment will be made in December of 2023 for 66 employees.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$116,785
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<b>Total Expenditures</b>	\$116,785
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 281-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries

**Account Number**

41052

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Extra cleaning and sanitizing building to mitigate the spread of the COVID 19 virus.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$27,000
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<b>Total Expenditures</b>	\$52,000
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**Status**

Approved

Line Item ID: 281-3-0002

**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**

Salaries

**Account Number**

41052

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Student counseling services to help students deal with the stress that the pandemic has caused.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$42,850**Budgeted Expenditures in SFY 2024** \$43,350**Total Expenditures** \$86,200**Status**

Approved

Line Item ID: 281-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries

**Account Number**

41052

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

technology coordinator to facilitate the use of the computers for either remote or in class learning. Software specialist to maintain and upgrade students and teachers computers for testing, remote and other needs that have been caused by the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$56,378
<b>Budgeted Expenditures in SFY 2024</b>	\$57,037
<b>Total Expenditures</b>	<u>\$113,415</u>

**Status**

Approved

**Line Item Comment from KSDE**

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

Line Item ID: 281-3-0009

**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**FastBridge Learning-  
Renaissance/Training**Account Number**

41099

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**9 - Purchasing educational technology  
(including hardware, software, and  
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Software to test students learning loss and emotional needs and to determine learning loss due to the COVID 19 pandemic and training for our teachers so that they can best use the program to support our students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18,600
<b>Budgeted Expenditures in SFY 2024</b>	\$8,648
<b>Total Expenditures</b>	<u>\$27,248</u>

**Status**

Approved



# ESSER III APPLICATION FOR D0316

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Golden Plains	335 School Street, Rexford, KS 67753	335 School Street, Rexford, KS 67753
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Ashley Arnberger	ashley@usd316.org	(785) 386-4559

## 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>
Betty Hickert	Board Clerk	bhickert@usd316.org	(785) 386-4559
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Ashley Arnberger		ashley@usd316.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[http://usd316.k12.ks.us/district\\_information/district\\_\\_board\\_information](http://usd316.k12.ks.us/district_information/district__board_information)

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

The funds will be used to create an environment to continuously and safely reopen and operate the USD 316 Golden Plains Elementary and Middle/High School for in-person learning. Academically, USD 316 is working district-wide with KSDE Multi-Tiered System of Support (Kansas MTSS) to help mitigate student learning loss. The district coordinates with the Sheridan County Health Complex Federally Qualified Health Clinic to provide both mental and physical health services, as well as, the Northwest Kansas Educational Service Center to provide additional services to the special needs and migrant populations. The areas of English Language Arts (ELA), Behavior Social Emotional Learning (BSEL), and math are or will be addressed. The current emphasis is on direct intervention with ELA. BSEL curriculum is being vetted and will be piloted and implemented according to district needs. Math will be addressed following the BSEL implementation. Funds will be set aside to address curriculum that will be purchased to remediate learning loss through the MTSS framework and meet additional needs as identified by surveys and conversations with our stakeholders, which include students, families, school and district administration along with special education administration, teachers, parents of children representing diverse groups, and other stakeholders. Currently, as identified by stakeholders, USD 316 has a need for more supports and interventions for behavior and social emotional concerns, additional support personnel, instructional materials and resources, and school facility repairs and improvements. The funds will be used to support a Student Advocacy Coordinator, ELA and Math Interventionists, and premium pay for staff who work outside of the contract year to plan and address interventions and prepare for remote learning should the need arise. The plan is to replace old windows to improve ventilation and air quality in the elementary school. The district will provide professional development in the areas of behavior, social emotional learning and other academic areas for all teaching staff. At the middle/high school new desks will be purchased to replace tables allowing personal space and distancing. New fans will also be installed in the locker rooms to increase air circulation. In addition, we continue to purchase extensive cleaning supplies, sanitizer spray and wipes, and masks. The vehicles and buildings are sanitized and will continue to be sanitized on a regular basis.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

USD 316 Golden Plains sent a survey to all students. It was interesting to see 41.1 % of the students participate in this survey. In addition to the survey, focus groups were conducted with students three times during seminar period to openly discuss the needs they identified. The top priorities for the students were: 1. Behavioral and Emotional support provided for all students due to anxiety and depression resulting from the Covid-19 Pandemic 2. Continue with new Student Support Center and more support for high-risk students 3. Improvements to the buildings. Once the ESSER Plan is complete, it will be presented to students for additional input.

### Families

USD 316 Golden Plains sent a survey to all parents. 28.8% of the parents responded to the survey. USD 316 is very involved with the parents of the students. Many conversations were held to help consider the priorities for ESSER III funding. The top priorities for parents were: 1. Expanded Behavioral and Social Emotional Learning 2. Additional personnel to support at-risk students 3. Maintenance, repair and replacement of the windows to help provide appropriate ventilation at the Elementary School. Once the plan is complete, the district will seek feedback from parents.

### School and District Administrators including Special Education Administration

USD 316 is a small, rural district in Northwest Kansas. As an administrative team, we meet a minimum of once per week and more often when possible and/or necessary. Our district administrators also work with Special Education Administration at the Northwest Kansas Educational Service Center. The top priorities for administration were: 1. Behavior Social Emotional Curriculum 2. Improvements to the facilities 3. Continue with a ELA interventionist, Student Advocacy Coordinator, and provide more support personnel 4. Curriculum to support and remediate student learning loss as well as support the MTSS process. Once the plan is complete, all administration will review the plan and provide feedback.

### Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The development of the USD 316 ESSER Plan has been a collaborative effort of many stakeholder groups including: staff, students, parents, administration, and other organizations. Staff was given opportunities to express their concerns in their PLC and Collaborative Meetings. The plan is definitely a reflection of the various conversations held among these groups. The needs identified were: 1) Personnel to support students learning loss and social emotional concerns 2) Instructional materials and resources, and 3) Maintenance, repair and improvements to the school buildings.

## **Tribes**

We have worked closely with the two students and their parents who have an origin in any of the peoples of North and South America, including Central America. These families maintain a community attachment. They do not have a tribal affiliation. We have spoken with both families, and both families had no suggestions beyond the supports already received from the district. The district has already helped them get access to medical treatment, an in-home social worker, and programs that support language acquisition. Their priority was to continue to improve and maintain these programs and supports.

## **Civil Rights Organization including Disability Rights Organizations**

USD 316 consulted with Disability Rights Center of Kansas (DCR), Families Together, and Kansas Action For Kids. All organizations expressed concern with learning loss of students with disabilities. They suggested 1) increased opportunities for students to receive additional time to help with the recovery of learning loss 2) additional supports and services 3) additional health services for children. These groups support the ESSER III plan we have developed.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We have worked closely with staff, parents, students and representatives of the subgroup populations in our school district. We conducted focus groups and facilitated conversations among staff and students. We consulted with the Migrant Program from the Northwest Kansas Educational Service Center, ESL families, students identified as homeless and other underserved populations. The suggestions that came out of those conversations were: 1) the need for better ways to provide these populations with health services 2) a need for more ESL services 3) more instructional materials and resources 4) additional personnel to support Migrant and ESL students.

## **Provide the public the opportunity to provide input and take such input into account**

Information on the ESSER application was presented to the USD 316 Board of Education. Public input was received from stakeholders from each group. We are a small 1A district, and many of the individual stakeholders serve in one or more category of stakeholders.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

There is no doubt that the impacts of COVID-19 have been great on schools, students, families, and staff. USD 316 is a small, rural school with an enrollment of 188 students in grade pre-k through 12. There are two attendance centers, a Pre-K through 5 elementary school and a middle/high school that serves grades 6 through 12. In 2020, students went to on-line learning and were not back to finish the year in-person. On-line learning was very difficult for many of the students and some did not engage in on-line learning. In 2020-2021 the students were able to return to in-person learning, and they wore masks all day. It was noted that students in all grade levels were experiencing higher levels of anxiety and depression and were often disengaged from their academics and activities. Student attendance and enrollment were additionally affected. When looking at Aims Web Math data, K-8 students showed a decrease of 8% at Benchmark, a decrease of 57% at Strategic, and an increase of 65% at intensive. Aims Web Reading data K-8 showed a decrease of 15% at Benchmark, increase of 5% at strategic, and an increase of 10% at intensive. The average ACT score of our students was 17.2 which was a decrease from the score prior to on-line learning and Covid-19. Across the board in all academic areas, our students showed a learning loss.

The increase in behavioral, social and emotional issues among students has increased. Antidotally, observation and stakeholder reports indicated a definite increase across all grades in the number of students reporting chronic anxiety or isolated episodes of anxiety. The district has had more students receiving counseling. Data from the Kansas Communities That Care Survey in 2021 showed that 55.6% of the students reported they were depressed and 51.1% reported they were anxious and conflictual. The survey results indicated that social and emotional areas were of great concern and will be addressed through the use of ESSER Funds as will all academic areas.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Over twenty percent of the USD 316 ESSER III Funds will be used to address the academic impact of lost instructional time. Our entire staff implemented the Multi-Tiered System of Support (MTSS) for ELA during the 2021-2022 school year. Exploration of the need for Behavior, Social and Emotional Learning (BSEL) curriculum was evaluated and curriculums were vetted during the 2021-2022 school year. BSEL curriculum will be piloted and chosen during the 2022-2023 school year and implemented in 2022-2023 with MTSS supports. The district will receive training in math MTSS during the summer of 2023 and begin MTSS math implementation during the 2023-2024 school year. Research based curriculum will be purchased to support MTSS intervention. In addition, the funds will be used for BSEL curriculum and additional supports for learning loss.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

ESSER Funds will support teacher duties outside of contract time, retention of staff, provide health and mental health services/supports to students and families, improve indoor air quality, increase connectivity through a new phone system, expand classroom technology to fully utilize and implement new curriculums, and continue the purchase of sanitizing agents.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

To monitor the use of and impact of ESSER III funding, academic needs will be reviewed through the use of FastBridge, State Assessments, and ACT. Social Emotional Health will be monitored through FastBridge's Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) and The Kansas Communities That Care Survey. Subgroup data will be analyzed separately to make sure all student needs are being met. The expectations are that student grades, engagement, and attendance will begin to show improvement.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$417,844	\$0	\$417,844	ESSER III Allocations	\$83,569
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$417,844	\$0	\$417,844	Amount Still Needed	\$83,569
In Review Total	\$417,844	\$0	\$417,844	In Review Total	\$145,665
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
316-3-0018	Direct	False	1000	150	16	\$108,295	Task Force Review
316-3-0019	Direct	True	1000	110	16	\$50,690	Task Force Review
316-3-0020	Direct	True	1000	110	16	\$59,387	Task Force Review
316-3-0021	Direct	True	1000	320	16	\$25,000	Task Force Review
316-3-0022	Direct	False	1000	644	10	\$12,125	Task Force Review
316-3-0023	Direct	False	4700	460	13	\$28,968	Task Force Review
316-3-0024	Direct	False	1000	733	16	\$9,410	Task Force Review
316-3-0025	Direct	False	2000	650	9	\$21,695	Task Force Review
316-3-0026	Direct	False	1000	733	15	\$2,559	Task Force Review
316-3-0027	Direct	False	2134	113	16	\$40,344	Task Force Review
316-3-0028	Direct	True	2000	113	1A	\$4,850	Task Force Review
316-3-0029	Direct	True	1000	644	12	\$5,738	Task Force Review
316-3-0030	Direct	False	1000	644	12	\$48,783	Task Force Review

## Line Item Details

Line Item ID: 316-3-0018

**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**

83.1000.150

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The funds will be used to provide retention incentive pay for additional duties required to work in a COVID environment and to maintain staffing through 2024. The amount budgeted for each year will be equally divided among all of the district employees and presented as incentive pay one time each year. This includes teachers, office staff, paraeducators, bus drivers, kitchen staff, and custodial staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$49,995
<b>Budgeted Expenditures in SFY 2024</b>	\$58,300
<b>Total Expenditures</b>	\$108,295

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$58,300 in SFY 2023 and 24 (total: \$116,600)

Line Item ID: 316-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

80.1000.110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The district added a full-time Student Advocacy Coordinator and an At-Risk Interventionist to provide services to our middle/high school students. The Student Advocacy Coordinator, who has a masters degree in clinical social work, assists with academic assistance but also provides emotional supports and helps students in finding needed resources within the community. The At-Risk Interventionist provides academic supports including tutoring, reteaching, assistance with assignment completion, and language support for students who are identified as At-Risk. Many of the students identified as at-risk fall into those vulnerable populations such as ESL, students experiencing homelessness, and students with disabilities. Both of these positions will continue to address learning loss by providing academic supports to all students who are struggling academically. These positions support the needs of all races and ethnicities, especially our more 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>	\$7,190
<b>Budgeted Expenditures in SFY 2024</b>	\$43,500
<b>Total Expenditures</b>	<u>\$50,690</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for a total of \$16,000

Line Item ID: 316-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

83.1000.110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The district added a part-time math interventionist for the 2022-2023 school year to address low math scores on FastBridge testing. All students in kindergarten through twelfth grade are screened in math three times per school year. Students who are identified through this screening as in need of math remediation will receive this from the math interventionist. The FastBridge screening will allow the district to identify the students who have specific math learning loss. This position will allow students to receive math remediation necessary for their success. In reviewing data from this previous school year, the majority of students who would qualify for this remediation are our most vulnerable students including those identified as special education and ESL.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$28,587
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<b>Budgeted Expenditures in SFY 2024</b>	\$30,800
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<b>Total Expenditures</b>	\$59,387
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for a total of \$25,000

Line Item ID: 316-3-0021



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

83.1000.320

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education Services

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers will receive compensation for attending MTSS training outside of their contract time in the summer of 2023. This will be two days of training to help improve teacher skills that focus on addressing learning loss in math and implementing math MTSS within the school system. Teachers will be compensated at a rate of \$35 per hour to participate in these training days. These days will be committed to understanding and implementing the MTSS structure for math. Foundational math teaching will be addressed with the entire teaching staff, not just those who teach a math class. This will strengthen every teacher's ability to be a teacher of math, and, in turn, allow our system to more effectively address math learning loss caused by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
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<b>Total Expenditures</b>	\$25,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the October 2022 State Board meeting

Line Item ID: 316-3-0022

**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**

83.1000.644

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 316 will adopt and purchase a researched based Behavior, Social Emotional Learning (BSEL) curriculum during 2023. The current vetting process has identified Second Step (PK-5) and School Connect (6-12) as potential curriculums. New BSEL curriculum will address one of the main needs expressed by our stakeholders.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$12,125
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$12,125</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for a total of \$17,000

Line Item ID: 316-3-0023

**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**

83.4700.460

**Function Code**

4700 - Building Improvements

**Object Code**

460 - Repair of Buildings

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

All documentation has been submitted by email on July 1, 2022.

New windows will be purchased and installed at the elementary school. The current windows do not seal properly and have mold forming in some areas. Some windows have had to be sealed shut because they can no longer open and close safely. The new windows should improve air flow, which will reduce virus transmission.

The assurances for Construction and Capital Expenditures have been check and sent to ESSER. USD 316 has submitted a formal request to the Historical Society for a letter of approval for the project. USD 316 is and will have the environmental study completed and a letter sent prior to beginning the project.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$28,968
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$28,968</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the October 2022 State Board Meeting (amount changed by \$32)

Line Item ID: 316-3-0024

**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**

83.1000.733

**Function Code**

1000 - Instruction

**Object Code**

733 - Furniture and Fixtures

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 316 needs to purchase 60 desks for the middle/high school to replace tables in classrooms. This will allow students to distance per CDC guidelines

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$9,410
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$9,410</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for a total of \$14,000

Line Item ID: 316-3-0025

**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**

83.1000.650

**Function Code**

2000 - Support Services

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Smart boards from Promethean will be installed in all middle/high school classrooms. These will improve student engagement and allow full implementation of online components in current and future curriculum. The smart boards will allow teachers to fully implement the curriculum utilizing all of the online components of the program. By presenting materials on the smart board, teachers will be able to present to students in a way that meets the visual learning styles of many students. These boards will allow teachers to meet the individual learning needs of more students in the regular classroom. Utilization of this technology will assist in remediation of learning loss for all students, but, specifically, for our most vulnerable populations because many of these students require material be presented in more than one way to learn the material.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$21,695
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$21,695
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for a total of \$25,000

Line Item ID: 316-3-0026

**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**

83.1000.733

**Function Code**

1000 - Instruction

**Object Code**

733 - Furniture and Fixtures

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fifteen new chairs will be purchased for the computer lab that are made of an easily cleaned and disinfected material. The current chairs are fabric task chairs that can not be easily wiped down. To disinfect the current chairs the only option is a disinfectant spray that can take time to dry. This does not make it feasible to disinfect the chairs between each class period. The new chairs will be a vinyl task chair that can easily be wiped down with a disinfectant wipe between class periods. This will reduce the risk of virus transmission.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,559
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,559</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the October 2022 State Board Meeting (amount changed by \$41)

Line Item ID: 316-3-0027

**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**

83.2134.113

**Function Code**

2134 - Nursing Services

**Object Code**

113 - Part-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Add nursing services to assist with keeping staff and students safe. The nurse will work with staff, students, and families to ensure all know and understand symptoms of covid-19 and help and make sure all proper guidelines are followed. The position will be for 3 days per week and on call as needed. This position will help to monitor and maintain healthy school operations for in-person learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$23,344
<b>Budgeted Expenditures in SFY 2024</b>	\$17,000
<b>Total Expenditures</b>	\$40,344

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for a total of \$48,031

Line Item ID: 316-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

83.2000.113

**Function Code**

2000 - Support Services

**Object Code**

113 - Part-Time Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These funds will be used to increase the music program by providing additional music-based intervention to small groups. The music-based interventions will be an additional two hours per week on top of the current whole-group music classes offered at our elementary school. Since the Covid-19 pandemic, we have seen an increase in students who are demonstrating symptoms consistent with anxiety and depression. These symptoms have contributed to learning-loss in our most vulnerable populations, especially our students with emotional and learning needs. The disruption in learning that these students experienced combined with their specific learning and emotional needs, has made the transition back to in-person learning quite difficult. Since the brain processes music in both hemispheres, music is proven to stimulate cognitive functioning. These added small-group, music-based interventions will encourage students in self-expression and communication. This will assist them in managing stressful situations and help them tolerate change, as well as, serve to reduce the anxiety they are experiencing after returning to in-person learning. These interventions will allow the students to continue to make strides to overcome the learning loss they have experience due to the covid-19 pandemic. Additionally, music education provides a well rounded educational experience as authorized by ESEA while continuing to support the needs of our diverse student groups.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$4,850**Total Expenditures** \$4,850**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the October 2022 State Board Meeting.

Line Item ID: 316-3-0029



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

83.1000.644

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These funds will be used to extend the current Go Math curriculum K-5 at the end of the 2022-2023 school year. Local and State Assessments indicate that the learning loss from the COVID-19 pandemic in the area of math has been significant for all students, but specifically for our ESOL, migrant, and special education students. Go Math is an approved evidence based program and will help remediate and increase learning in the area of math. Through this extension of GoMath, our staff will be able to maintain consistency of curriculum for these students who have experienced so many uncertainties throughout the pandemic. GoMath resources include specific English Language Learner guides to assist in specific remediation and growth for our ESOL students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$5,738
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$5,738
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for a total of \$6,619

Line Item ID: 316-3-0030

**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**

83.1000.644

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\*Previously approved as line item 316-3-0015 previous amount fo \$82,044

These funds will be used to purchase new elementary science, elementary social studies, middle school science, and 7th grade Kansas history curriculums, as well as any other curriculum needs to present themselves during this time. All of the listed curriculum updates will focus on addressing the learning loss caused by the COVID-19 pandemic. State assessment data, FastBridge data, classroom performance data, and overall student needs (IEP, ILPs, 504s) will be considered when adopting curriculum. The needs of the vulnerable populations within our district will be of top priority when selecting, adopting, and implementing these curriculums.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$11,425
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<b>Budgeted Expenditures in SFY 2024</b>	\$37,358
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<b>Total Expenditures</b>	\$48,783
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for a total of \$82,044

# ESSER III APPLICATION FOR D0334

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Southern Cloud	619 Tootle Avenue, Miltonvale, KS 674660334	P.O. Box 334, Miltonvale, KS 674660334
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Roger Perkins	rperkins334@usd334.org	(785) 427-3334

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jessie Tate	District Secretary	jhoward334@usd334.org	(785) 427-3365

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<http://www.usd334.org/miltonvale/USD%20334%20Safe%20Return%202021.pdf>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

USD 334 plans on using the funds on curriculum, cleaning supplies, salaries, and summer school. We hope to keep our school safe and open during these hard times. USD 334 plans to use the Direct District Allocation to upgrade our technology, in order to have 1-1 computers/chrome books for each student and staff member. Internet service also needed upgraded in order to support the additional technology. We plan to upgrade and update curriculum with an emphasis on virtual learning support and enhancements. We plan to provide additional support for staff, going above and beyond teaching both in person and virtually, when needed. We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff. We will be continuing to monitor and test students for learning loss and implementing new strategies in order to fill those gaps. There are many areas of need that have arisen out of the Covid 19 pandemic that we were never able to address before because of our financial situation. With the Direct District Allocation, we will be able to update and upgrade our district in many ways.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

The principals of schools met with students of both the middle school and the high school student councils to discuss the proposed ESSER III plan and to receive their feedback. There were also students who participated in the online community surveys, which were open to any student who wanted to respond. These surveys were set up in a classroom and everyone participated. The following was asked for most from our students: Providing additional technology for 1 to 1 student use, Additional instructional materials and resources and offering additional extra-curricular activities. Our ESSER III plan has taken into consideration all of these items and provided for them.

## **Families**

We made a survey and at parent teacher conferences I had chrome books set up at every building and had anyone who came in do it. I also put it on our school website, Facebook, and in the both local news papers. We had 56 parents participate. We are a small school and a lot of the families in the community take their kids else where. With the answers from the survey the parents would like to see the money go to more technology so everyone can have a chrome book, additional instructional materials and resources, and expanded social and emotional learning and mental health services. Our ESSER III plan has taken into consideration all of these items and provided for them.

## **School and District Administrators including Special Education Administration**

All administrators (2) had a hand in developing the ESSER III plan, thus there was approval of the plan. The district also collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. They've taken an active role in the process. The two building administrators have contributed their thoughts and ideas as well as expressing the needs of the teachers and students as we expand these funds including consideration for our special population groups. The administration felt the following should have a focus in our ESSER III plan: Provide 1 to 1 Chromebook for students for potential remote learning. Summer school at all levels, Social Emotional support for all levels healthy physical environment supports: PPE / Cleaning supplies / Air purifiers. These have all been taken into consideration and are part of our ESSER III plan.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The school district worked directly with our teachers in ESSER specific staff meetings. We also provided an email with the survey link attached and had everyone do it. It was also on the website, Facebook, and in the both local news papers it addressed funding needs, look at subgroups, and ensure ESSER funds were meeting the needs of students, community, and staff. There were a variety of opinions. Some ideas of how to expand the money included but were not limited to: Provide additional intervention curriculum. Provide 1 to 1 Chromebook for students for potential remote learning. Provide air purifiers in all classroom spaces to improve air quality and reduce transmission. Educational field trips and extended learning opportunities. More staff to separate classrooms. These have all been taken into consideration and are part of our ESSER III plan. I sent an email with the survey link to the teachers union. Their input was stated above. We had 23 teachers total take the Survey. Which is all the teachers we have.  
the survey link is  
[https://docs.google.com/forms/d/e/1FAIpQLSerWC\\_3y5mMrYkXOPPtn7Wcl7caNUyPnGqE1NWkyL4E9UnVbQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSerWC_3y5mMrYkXOPPtn7Wcl7caNUyPnGqE1NWkyL4E9UnVbQ/viewform?usp=sf_link)

## **Tribes**

The district is unaware of any Tribal residents in the community, and we do not have any students who identify as Native American in our school information system.

## **Civil Rights Organization including Disability Rights Organizations**

Although we reached out to this organization, we did not get a response. To help restore some of the progress lost from remote learning, RCIL advocates for and supports efforts to enhance education services for youth with disabilities. Ideas such as: Additional summer and after school programs. Additional supports in the classroom. Increases in behavioral supports. School health officers. Assistive technology. Para-educators to give students with disabilities their best opportunity to achieve success. USD plans to incorporate several of the interventions to assist students with disabilities including summer school programs, and additional instructional materials and resources. These have all been taken into consideration and are part of our ESSER III plan. I attempted to reach out to Mr. Lane Williams. No contact was actually made.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We invited teachers and parents of these students to meetings and to complete the survey. We also spoke in person to our Foster Families who supported the below interventions. Through these communications these representatives felt the following would be beneficial for students: Summer Programs. Providing additional technology for 1 to 1 student use, Additional instructional materials and resources and offering additional extra-curricular activities. We currently do not have students who are migratory, incarcerated or experiencing homelessness. However, all other groups had respondents and their voices are represented in our ESSER III plan. We have children with disabilities and 2 in foster care. When speaking with the parents of the foster care students they expressed they think that smaller classrooms would be best for their children and had interest in our summer programs. Our children with disabilities comes in different forms. We have several of these students who require full time attention. Getting more technology to be able to do 1:1 work is ideal. They also expressed how much summer school ment to them. We talked with all parents to children with disabilities during 1:1 meetings and they expressed how important providing additional technology for 1 to 1 student use is to them.

## **Provide the public the opportunity to provide input and take such input into account**

To further get input from stakeholders, one community survey was conducted and posted on the district website to encourage community input. There were adds placed in both town newspapers with the link and school website to encourage everyone in the community to fill out the survey. There were 160 responses to the survey. The breakdown included 57 parents, 39 district staff, 2 parents with foster children, 2 parents with children with disabilities, and 60 student responses. The most requested items of the survey revealed that: After school tutoring programs. Additional personnel (social-emotional & instructional). Additional instructional materials and resources. Educational field trips. Providing additional technology for 1 to 1 student use. These have all been taken into consideration and are part of our ESSER III plan.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

USD 334 Southern Cloud was impacted by Covid in many various ways. Our district has a very low economic population. Therefore, having children at home and having to navigate remote learning created hardships on parents. They were trying to balance life, work and, also, stepping up to be teachers for school at home. This in turn contributed to added stress both financially and emotionally on the families. Our district is very small, made up of Miltonvale with 79 students and Glasco with 76 students PreK-12. With our small size, everyone thrives on being together, so everyone's emotional state did suffer. We did have to furnish internet for families who could not afford it. We had to upgrade our technology in order to have 1-1 computers/chrome books for remote learning. We have been doing testing to monitor learning loss, there are gaps we are trying to catch up and fill with updated curriculum with virtual learning support and enhancements.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

USD 344 plan to use the reserves by upgrading and updating curriculum with an emphasis on virtual learning support and enhancements. We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 344 plan to use the reserves by upgrading and updating curriculum with an emphasis on virtual learning support and enhancements. We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff. We plan to use the money to provide technology for classrooms so more students can have 1:1 interaction.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

USD 334 plans to use the Direct District Allocation to upgrade our technology, in order to have 1-1 computers/chrome books for each student and staff member. Internet service also needed upgraded in order to support the additional technology. We plan to upgrade and update curriculum with an emphasis on virtual learning support and enhancements. We plan to provide additional support for staff, going above and beyond teaching both in person and virtually, when needed. We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff. We will be continuing to monitor and test students for learning loss and implementing new strategies in order to fill those gaps. For additional social-emotional support, we have added another full-time counselor. There are many areas of need that have arisen out of the Covid 19 pandemic that we were never able to address before because of our financial situation. With the Direct District Allocation, we will be able to update and upgrade our district in many ways.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$381,272	\$0	\$381,272	ESSER III Allocations	\$76,255
Approved Total	\$341,272	\$0	\$341,272	Approved Total	\$76,255
Amount Left	\$40,000	\$0	\$40,000	Amount Still Needed	\$0
In Review Total	\$40,000	\$0	\$40,000	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
334-3-0026	Direct	False	1000	321	12	\$40,000	Task Force Review
334-3-0001	Direct	False	1000	321	12	\$8,554	Approved
334-3-0002	Direct	False	1000	321	12	\$16,371	Approved
334-3-0003	Direct	True	1000	321	12	\$7,706	Approved
334-3-0004	Direct	True	1000	321	12	\$1,700	Approved
334-3-0005	Direct	False	1000	619	7	\$239	Approved
334-3-0006	Direct	True	1000	949	11A	\$28,806	Approved
334-3-0008	Direct	False	2120	321	4	\$1,380	Approved
334-3-0009	Direct	False	2212	321	9	\$84,372	Approved
334-3-0010	Direct	False	1000	539	9	\$36,646	Approved
334-3-0011	Direct	False	1000	618	7	\$12,229	Approved
334-3-0012	Direct	False	1000	322	9	\$998	Approved
334-3-0013	Direct	False	1000	644	12	\$4,408	Approved
334-3-0014	Direct	False	2700	510	2	\$9,671	Approved
334-3-0015	Direct	True	2212	321	12	\$10,655	Approved
334-3-0016	Direct	True	1000	735	12	\$5,400	Approved
334-3-0017	Direct	False	2312	120	2	\$6,156	Approved
334-3-0019	Direct	True	2514	110	3	\$11,908	Approved
334-3-0020	Direct	False	2000	120	6	\$23,275	Approved
334-3-0021	Direct	False	2000	213	1A	\$18,040	Approved
334-3-0023	Direct	True	1000	322	12	\$10,080	Approved
334-3-0024	Direct	False	1000	321	12	\$7,500	Approved
334-3-0025	Direct	False	2000	420	7	\$35,178	Approved

## Line Item Details

Line Item ID: 334-3-0026

**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**

Care Funds

**Account Number**

18100

**Function Code**

1000 - Instruction

**Object Code**321 - Instructional Programs  
Improvement Services**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW We had to purchase new curriculum to provide virtual learning if needed due to COVID. Houghton Mifflin and SAXON math for K-12 that will help in adding digital courseware to make it easier to access the program during a remote or hybrid situation.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$40,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$40,000**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 334-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**

1000 - Instruction

**Object Code**321 - Instructional Programs  
Improvement Services**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We had to purchase new curriculum to provide virtual learning if needed due to COVID. SAVVAS supply kits for grades K-8 will be adding digital courseware to make it easier to access the program during a remote or hybrid situation.

**Budgeted Expenditures in SFY 2021** \$8,554**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$8,554**Status**

Approved

Line Item ID: 334-3-0002



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**

1000 - Instruction

**Object Code**321 - Instructional Programs  
Improvement Services**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We had to purchase new curriculum to provide virtual learning if needed due to COVID. SAVVAS elevate elementary and middle school science adding digital courseware to make it easier to access the program during a remote or hybrid situation.

<b>Budgeted Expenditures in SFY 2021</b>	\$16,371
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$16,371</u>

**Status**

Approved

Line Item ID: 334-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**

1000 - Instruction

**Object Code**321 - Instructional Programs  
Improvement Services**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We had to purchase new curriculum to provide virtual learning if needed due to COVID. Amplify elementary and middle school language arts adding digital courseware to make it easier to access the program during a remote or hybrid situation. We chose to use this program because it targets the impact on our low income students that are having the most trouble with reading and writing. We have given tests through out the school years and noticed that most of the students that are struggling were really impacted when COVID first started and we had to go to remote learning and didn't have the correct ways of doing so. Many students did not learn to read and write during this hard time. We want to prevent that from continuing.

<b>Budgeted Expenditures in SFY 2021</b>	\$1,853
<b>Budgeted Expenditures in SFY 2022</b>	\$1,853
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$7,706</u>

**Status**

Approved

Line Item ID: 334-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**

1000 - Instruction

**Object Code**

321 - Instructional Programs  
Improvement Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We had to purchase new curriculum to provide virtual learning if needed due to COVID. SAVVAS elevate elementary and middle school science adding digital courseware to make it easier to access the program during a remote or hybrid situation. We chose to use this program because it targets the impact on our low income students that are having the most trouble with science. We have given tests through out the school years and noticed that most of the students that are struggling were really impacted when COVID first started and we had to go to remote learning and didn't have the correct ways of doing so. Many students did not learn the correct ways of science during this hard time. We want to prevent that from continuing.

**Budgeted Expenditures in SFY 2021** \$425

**Budgeted Expenditures in SFY 2022** \$425

**Budgeted Expenditures in SFY 2023** \$425

**Budgeted Expenditures in SFY 2024** \$425

**Total Expenditures** \$1,700

**Status**

Approved

Line Item ID: 334-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This was used to buy adult face masks and child face masks to help prevent the spread of COVID.

**Budgeted Expenditures in SFY 2021** \$239

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$239

**Status**

Approved

Line Item ID: 334-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**

1000 - Instruction

**Object Code**

949 - Summer School

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We had 4 teachers total. The length of the program was (4) 4 day weeks in June. With 24 students in total. We did one month to help with the learning loss due to COVID. 2,500 per teacher for the month if we only have 4 teachers. WE seem to have more students that need help this year from last year so we might need to have an extra teacher. If that is the case the break down will be (6) 1,667 for each teacher.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,806
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	<u>\$28,806</u>

**Status**

Approved

Line Item ID: 334-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**

2120 - Guidance Services

**Object Code**321 - Instructional Programs  
Improvement Services**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

A new curriculum for SEL (Social Emotional Learning) to help with the added student depression, anxiety, stress, and social withdrawal caused from COVID. The curriculum is called Friendly. We chose to use this program because it targets the impact on our low income students that are having the most trouble with social and emotional problems that effect the rest of there learning. It helps teach the students to learn how to cope with the anxiety and depression of the effects of COVID and helps them return to school. This is a cheaper curriculum then Second step. We wanted to try it out because of the price. We also had another grant help pay for half of it in 2021.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,380
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,380</u>

**Status**

Approved

Line Item ID: 334-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**321 - Instructional Programs  
Improvement Services**Allowable Use**9 - Purchasing educational technology  
(including hardware, software, and  
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We had to purchase new curriculum to provide virtual learning if needed due to COVID. Houghton Mifflin social studies, reading, and literature for K-12 that will help in adding digital courseware to make it easier to access the program during a remote or hybrid situation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$84,372
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$84,372</u>

**Status**

Approved

Line Item ID: 334-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**

1000 - Instruction

**Object Code**

539 - Other Communication Services

**Allowable Use**9 - Purchasing educational technology  
(including hardware, software, and  
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

The school district had to provide home internet for some students that couldn't afford internet themselves, so the students could do virtual learning. We paid the monthly subscription for these families. When class got back in session some teachers had to teach hybrid for the students that did not feel safe to return, therefore we had to upgrade our speed of internet to provide the zoom lessons for these families. We had to update our website to provide zoom for all staff/ families due to COVID. This was used for P/T conferences and staff meetings that could not be in person. We pay monthly for a zoom license.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$36,646
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$36,646</u>

**Status**

Approved

Line Item ID: 334-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**

1000 - Instruction

**Object Code**

618 - Cleaning Supplies and Chemicals

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This was used to purchase hand sanitizer and cleaning supplies to help stop the spread of COVID.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$12,229**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,229**Status**

Approved

Line Item ID: 334-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**

1000 - Instruction

**Object Code**

322 - Instructional Services

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We had to purchase new curriculum to provide virtual learning if needed due to COVID. We had to upgrade our Microsoft Office to enhance the use for all the chrome books for students to use 1:1 in class.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$998**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$998**Status**

Approved

Line Item ID: 334-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We had to purchase new curriculum to provide virtual learning if needed due to COVID. Microsoft Text books for business classes. Additional resources will be purchased to address learning loss. This is targeted at students that are at risk for not graduating because of the learning loss due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,408
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$4,408</u>

**Status**

Approved

Line Item ID: 334-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**

2700 - Student Transportation Services

**Object Code**

510 - Student Transportation Services

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

to stop the spread of COVID-19 we had to separate the students at safe distance on the bus or in school vehicles. Doing so means more routes and more vehicles driving less students at a time. This resulted in having to pay for longer time the drivers were out and more wear and tear on vehicles. Since most of our students live in the country it took longer to get every one where they need to be so we had to add drivers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,671
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,671</u>

**Status**

Approved

Line Item ID: 334-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**321 - Instructional Programs  
Improvement Services**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Educational Technology Software for grades K-8 used to target learning loss due to attendance issues associated with the Covid pandemic: DreamBox is K-8 math learning with supplemental curriculum that is more than just instructional support software. DreamBox Math is intelligently adaptive to ensure students, at every level, stay motivated and receive the right instruction at the right time, from day one. This software will directly impact our low-income students, who many are already behind grade level, and which has been compounded by Covid-19 and increased absence rates. The use of technology will allow teachers to individually target key areas of improvement per student. Budgeting this over multiple years will allow each grade level to continually work with these students to close the gap and get them back to grade level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,935
<b>Budgeted Expenditures in SFY 2023</b>	\$3,360
<b>Budgeted Expenditures in SFY 2024</b>	\$3,360
<b>Total Expenditures</b>	<u>\$10,655</u>

**Status**

Approved

Line Item ID: 334-3-0016



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

care funds

**Account Number**

18100

**Function Code**

1000 - Instruction

**Object Code**

735 - Technology -Related Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Educational Technology Software for grades 7-12 used to target learning loss due to attendance issues associated with the Covid pandemic: Xello ad on. The listed educational technology software will directly impact our low-income students who had increased absence rates due to Covid-19. The use of technology will allow teachers to individually target key areas of improvement per student, assist with credit recovery, and plan for their post-secondary success.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,800
<b>Budgeted Expenditures in SFY 2023</b>	\$1,800
<b>Budgeted Expenditures in SFY 2024</b>	\$1,800
<b>Total Expenditures</b>	\$5,400

**Status**

Approved

Line Item ID: 334-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**

2312 - Board Clerk/Deputy Clerk/Clerk Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Clerk Salaries: We've had extra expense associated with extended learning. Duties outside of the regular day to complete due to COVID. Having to look for new teachers and substitute teachers to fill in for teachers that are home sick or other reasons due to COVID. WE have 1 board clerk.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,156
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$6,156

**Status**

Approved

Line Item ID: 334-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**

2514 - Payroll Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to COVID loss of learning, it has been determined that our elementary and some secondary staff need to be trained (or retrained) in the science of reading. All K-6 teachers and our at-risk personnel at the 7-12 building will be trained in LETRS. This intense training will last a period of 2 years and will involve much work outside of the classroom. In addition to paying for the actual training, each teacher who completes the LETRS training will receive a \$1200 stipend. The research is clear that the teacher in the classroom is the #1 factor impacting student achievement. The rest of the money will be used to pay for the substitute teachers that we have to get for the teacher while they are gone doing the training. we have 6 total teachers in the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$11,908
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$11,908</u>

**Status**

Approved

Line Item ID: 334-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**

2000 - Support Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We implemented the test to stay procedures. Which means added paperwork and stress to all of our secretaries. Also, with all calls to parents if someone is a close contact. Making sure no one has a fever. So many new responsibilities added to the secretary's workload due to COVID. We have (4) secretaries. One in each building Pay per person would be about \$485 a month for the school year to help compensate all the added work.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$23,275
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$23,275</u>

**Status**

Approved

Line Item ID: 334-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**

2000 - Support Services

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We Paid for all staff insurance if they wanted it to help them with any sickness due to COVID. This is the fringe benefits total on all staff. 42 staff members. It was paid to the staff members that chose to have help with the expense of getting COVID and having to go to the hospital or doctor because of it. Before we got the test kits we all had to travel and get tested in different towns. Some staff were hospitalized or had family members hospitalized.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$18,040
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$18,040</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**

1000 - Instruction

**Object Code**

322 - Instructional Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fast forward is a supplemental program to help with reading. The kids have had a huge impact on learning loss during the pandemic and their reading as defiantly suffered. This program is a very helpful program for the students to use/. It tracks what level they are on and goes from there. If they are a 3rd grader but reading at a Kindergarten level due to the pandemic it tracks that progress. This is great for Remote and Classroom learning in Reading for all of our students including At-Risk, Title, and Students with Disabilities. Since each of these has been so effective with student learning, all of them will be annual subscriptions moving forward.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,360
<b>Budgeted Expenditures in SFY 2023</b>	\$3,360
<b>Budgeted Expenditures in SFY 2024</b>	\$3,360
<b>Total Expenditures</b>	<u>\$10,080</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

CARE FUNDS

**Account Number**

18100

**Function Code**

1000 - Instruction

**Object Code**321 - Instructional Programs  
Improvement Services**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Emotional Curriculum that helps students who have suffered emotionally do to COVID. Which has caused them to have a huge learning loss from having too much anxiety to come to school during this hard time. The curriculum is called Second Step. We chose to use this program because it targets the impact on our low income students that are having the most trouble with social and emotional problems that effect the rest of there learning. It helps teach the students to learn how to cope with the anxiety and depression of the effects of COVID and helps them return to school. This is a more updated curriculum then Freindzy and is a little more expensive. We currently combine resources from both curriculums.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	<u>\$7,500</u>

**Status**

Approved

Line Item ID: 334-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Care Funds

**Account Number**

18100

**Function Code**

2000 - Support Services

**Object Code**

420 - Cleaning Services

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We purchased cleaning supplies such as hand sanitizer and disinfecting wipes. Also, purchased facial tissue and paper towels. We hope to stop the spread of COVID -19. We have 4 buildings we buy for. This for all the classrooms and offices as well.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$17,589
<b>Budgeted Expenditures in SFY 2024</b>	\$17,589
<b>Total Expenditures</b>	<u>\$35,178</u>

**Status**

Approved



# ESSER III APPLICATION FOR D0342

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
McLouth	217 Summit Street, McLouth, KS 660540040	PO Box 40, McLouth, KS 660540040
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jerome Johnson	johnsonj@mclouth.org	(913) 796-2201

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jerome Johnson	Superintendent	johnsonj@mclouth.org	(913) 796-2201

## 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/1PQ1A2zqqi3UI8fc97kLqNyJiVX3Tq7I60M0Hyxlr0k/edit>

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

For the 2021-22 school year the following procedures were implemented, purchased or funded with ESSER funds.

Water fountain covers purchased to prevent drinking from the fountain. Water bottle fillers were installed and bottles supplied as needed.

Masks were supplied as needed and offered at the door, bus and activities. Masks were required but eventually were highly recommended to align with county guidance.

Hand sanitizer and disinfectant wipes were readily available and easily accessible on buses, entrances and classrooms for sanitizing of high touch areas and hands.

Special room misters were purchased to sanitize after wiping down classrooms each night.

All school vehicles were sanitized after each use (bus and van driver pay was increased due to the extra cleaning)

Extra lunch tables were purchased to spread students further apart while eating and will be utilized when community infection rates call for it.

Nurses hours will be extended to full time status and cover overtime pay for extra duties associated with testing,

For the 2022-23 school year the following procedures will be implemented, purchased or funded with ESSER funds to help with prevention and mitigation strategies to allow for safe in-person learning

Extra hours for maintenance staff when needed to deep clean the facilities.

Excessive cleaning supplies for deep cleaning of facilities or school vehicles after use

Rental costs for testing unit

Cleaning supplies for after school programs

Hand sanitizer for classrooms, entrances, and school vehicles

Disinfectant wipes for classrooms and cleaning of high touch areas in facility

Excessive nursing supplies

Extending nurse hours to fulltime to assist with testing as needed, studying guidance and keeping administration aware of latest COVID spread and guidance

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

In developing our ESSER plan, we conducted a survey and created focus groups from our student body to determine their highest levels of need for pandemic related instruction and support. Conversations were with NHS and Stu-Co representatives. However all students had the opportunity to either complete the survey or give feedback. Four students completed the survey and 8 students provided direct feedback. When directly asked how best to use the ESSER funds no answers were given except to decrease vaping in the school. We are looking into vaping detectors but that is not part of our plan/application. When directly asked if a social worker, after school assistance, summer school and full time nurse would be money well spent they agreed.

The survey results of the 3 students showed the highest support for extended school year/summer school

The following received the most interest from our students:

Normalcy - Students were very honest and direct. We want to sit closer to our friends in the classrooms and at lunch. Masks can be optional but not required. We do not want to cancel activities. There were too many events important to us that we missed out on.

### Families

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. Between the survey and the elementary and secondary parent advisories 103 supplied feedback. Advertisement for these activities are in building newsletters/widgets, schoolmessenger and posted on our school facebook feed. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

Overwhelmingly, 62% of responses valued additional para support in the classroom. 58% wanted to see us continue and expand the after school programs. Currently elementary has a M-Thurs program.



## **School and District Administrators including Special Education Administration**

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. Our SPED director, Doug Andersen meets with supts on a monthly basis. His input was to "remember your SPED staff if you are doing any type of bonus or retention pay". KSDE has discouraged this as they are technically not our employees. Specifically with our USD, we agreed to share a social worker. This would allow the social worker to be fulltime in our school for IEP and non-IEP students.

These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.

With the addition of the after school program in the elementary, two additional classroom paras and a 4th title para, we have seen academic improvement for our students and specifically in reading.

Others areas we focused on were moving the k-12 nurse to full time and making the 1/2 social worker full time a full time teacher.

All of the additions have been beneficial and will be hard to move away from if funds are no longer available.

## **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. Between the survey results and conversations 26 staff members provided feedback. This included classified, certified and members of the teachers union.

The comments received are very similar to other groups and survey results. The additional support staff and after school programs have proven beneficial based on various assessment results including KAP. The comments included keeping Title I support staff and adding a fourth tier; adding an assistant principal to alleviate discipline issues, moving the social worker and nurse to full time.

## **Tribes**

We do not have any Tribes associated with the USD 342 School District. We also checked with the Tribal Leaders Directory which supported our find. However we will do our best to include students who may identify with a Tribe.

We do have 3 students, as per our SIS that identify as Native American. Two of the students and a family member did complete our survey and did identify as American Indian. Those results show a support for mental health and summer school. They did not mark anything unfavorably and did not comment on any specific items.

## **Civil Rights Organization including Disability Rights Organizations**

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

- 1) NEKAP of Northeast KS - Peggy Lackey - no response
- 2) Harvesters of Topeka - no response
- 3) KAC - Kansas Action for Children - They informed us the committee formed to respond to these inquiries is no longer doing so because of the time
- 4) Disability Rights Center of Kansas - We weren't able to speak directly with anyone but they did send an email with their thoughts.

survey - available as a link and hard copy . Sent through school messenger, email, and backpacks.

<https://docs.google.com/spreadsheets/d/1pNFHhtC44i0jqt9uVZxHSEcU5x1zKesmdrYPFTVeEGs/edit?usp=sharing>

Focus Group survey - Zero responses to our survey

The common theme concerns the students' with disabilities or Low SES. They were hit hard by the pandemic and continue to show signs of learning loss. The following were the most suggested.

- After School Program
- Moved 1/2 time social worker to full time status
- Additional Title I Para for intervention

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have conducted surveys and have also engaged in focus group conversations. We do have foster, and children in foster care. At the time of the surveys and focus groups we did not have homeless, migratory, English Learners or children who are incarcerated.

The supt spoke directly to one foster family. The foster parent is a long time foster parent in our community. She is successful in getting her foster children the supports/resources they need both inside and outside our school. Because of her knowledge and experience she supported any direct/one-on-one resources especially a social worker.

Opportunities for parent advisory/site-council were also available. These started in May of 2022 through the summer. Through those surveys and conversations, it was clear that the following supports were most needed.

To have supports in the school and how to find resources. Our counselor has made an effort to reach out and share those resources to our identified families.

Specific survey results show need for social worker and in class supports such as para support and allowing outside. 116 patrons completed the survey. Eight identified a "children with disabilities and one identified as "underserved". Even though none marked "foster" we know we have foster families and we contacted them directly as stated above.

Survey results: <https://docs.google.com/forms/d/1U1M11UsdQalw1IW5sXGKWnBQjjfzbGJ7QNYUNleqwR8/edit#responses>

The survey was shared as a link and hard copy for those wishing to use it. Patrons were notified through our school messenger system, email and website/facebook page.

## **Provide the public the opportunity to provide input and take such input into account**

Greetings USD 342 Students, Staff, Families, and School Community:

Thank you for your continued support of our schools! We are excited to share with you an opportunity to provide some input and feedback on how we identify, prioritize, and invest in our school district through the use of ESSER III funding. The purpose of ESSER III funding is to address the impact of the COVID-19 pandemic on students by mitigating learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. We will submit an application for our ESSER III funds to the Kansas State Department of Education which includes input and engagement from a variety of stakeholders on how best to prioritize use of these funds. Your input will impact how ESSER III funds are spent across the school district. Please take a few minutes to provide your feedback by completing THIS SURVEY.

Business and community survey - Sent as a link and available as a hard copy if requested through Website and school facebook. We had 12 responses. The most common feedback was about safety and how funds are spent.

Parent and staff survey: 116 results Shared via facebook, school messenger, website and available as hard copy if requested. No hard copies requested.

<https://docs.google.com/forms/d/1U1M11UsdQalw1IW5sXGKWnBQjjfzbGJ7QNYUNleqwR8/edit#responses>

Thank you in advance for your input, participation, and engagement in this process.

Sincerely,

Jerome Johnson, Superintendent

913.796.2201

[johnsonj@mclouth.org](mailto:johnsonj@mclouth.org)

## **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.**

McLouth USD 342 is a pre-12 public school. We have approximately 500 students with over 30% needing assistance through IEPs or MTSS. Prior to COVID we were making gains in our science, math and reading scores which show a four year trend line going up on a district level. Our scores post COVID did drop overall as per the accountability. Attendance for our district has been around 95%. During and post COVID our attendance is dropping and dropped further in 2020-21. Over a four year period we have gone from 95% or higher attendance rate to now a 91% which is lower than the state average. As well our chronic absenteeism rate moved from 11.8% to 20% in the same time period. Even though reading scores grew through the pandemic for our elementary, math leveled and slightly dropped. More significantly our high needs 7th grade class saw over 50% of the class at level one. This could have been to learning loss or apathy associated with the turbulent 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)**

To address learning loss that occurred from March of 2020 through the 2020-21 school year ESSER funds were used in the following ways.

Additional Title I para. This para was used primarily in our kindergarten, 1st and 2nd grade classes. This para worked with identified students impacted negatively by remote learning due to their young age using our HMH inventories.

Primary level classroom paras. Two classroom paras were hired to specifically implement the same HMH inventory and Heggerty phonological awareness intervention in leveled groups.

Acellus was purchased at a cost of \$25000 to assist with the staffing shortage associated with COVID. This allowed subjects like Spanish to continue as we had no success finding a teacher. As well Acellus has reading and math interventions built in to then help with learning loss of students identified by FASTBridge. If this program shows successful we will mostly likely have a need for it as the increase in staff shortages is continuing to produce learning loss.

Our most successful endeavor was our after school program. Students were identified using FASTBridge and teacher input based on students who struggled to be part of remote learning. Students attended M-Th for 1.5hrs each day. Three licensed teachers rotated groups every 25 minutes. Testing at the beginning and end showed growth for all students in their targeted areas.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

While funds are available the following changes have occurred to help with the impact of CoVID

- move nurse to fulltime status
- cover overtime/extra maintenance hours for after hours cleaning/sanitizing
- excessive cleaning supplies for facility and school vehicles
- ACELLUS Academy - online accredited coursework with intervention for students needing academic assistance
- After School program - students in need of intervention were recommended to the M-Thrs program 3:30-5:00. Three licensed teachers using research/evidence based curriculum focused on reading
- Two elementary classroom paras
- 4th Title Para to decrease group size
- premium pay for ALL staff for retention purposes

**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 funding will be monitored through an ongoing review of our data. Academic needs will be reviewed through the use of FastBridge three times per academic year and the summative scores on the annual Kansas Assessment. Social, Emotional, and Mental Health needs will be reviewed through the teacher observation tool associated with FASTBridge in addition to teacher referrals to SIT (student improvement team) which includes our counselor, nurse, school psych, and social worker.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$509,735	\$0	\$509,735	ESSER III Allocations	\$101,947
Approved Total	\$355,491	\$0	\$355,491	Approved Total	\$102,131
Amount Left	\$154,244	\$0	\$154,244	Amount Still Needed	\$0
In Review Total	\$154,244	\$0	\$154,244	In Review Total	\$32,901
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
342-3-0080	Direct	False	1000	644	12	\$21,296	Task Force Review
342-3-0081	Direct	False	1000	644	12	\$20,239	Task Force Review
342-3-0082	Direct	False	1000	644	12	\$23,456	Task Force Review
342-3-0083	Direct	False	1000	590	16	\$53,160	Task Force Review
342-3-0084	Direct	False	1000	121	16	\$1,000	Task Force Review
342-3-0085	Direct	False	1000	270	16	\$250	Task Force Review
342-3-0086	Direct	False	1000	270	16	\$40	Task Force Review
342-3-0087	Direct	False	1000	270	16	\$64	Task Force Review
342-3-0088	Direct	False	2100	270	16	\$2	Task Force Review
342-3-0089	Direct	False	2100	270	16	\$4	Task Force Review
342-3-0090	Direct	False	2100	270	16	\$2	Task Force Review
342-3-0091	Direct	False	2100	270	16	\$2	Task Force Review
342-3-0092	Direct	False	2134	270	16	\$64	Task Force Review
342-3-0093	Direct	False	2134	270	15	\$482	Task Force Review
342-3-0094	Direct	False	2200	270	16	\$6	Task Force Review
342-3-0095	Direct	False	2200	270	16	\$2	Task Force Review
342-3-0096	Direct	False	2200	270	16	\$2	Task Force Review
342-3-0097	Direct	False	2310	270	16	\$4	Task Force Review
342-3-0098	Direct	False	2321	270	16	\$4	Task Force Review
342-3-0099	Direct	False	2410	270	16	\$10	Task Force Review
342-3-0100	Direct	False	2410	270	16	\$8	Task Force Review
342-3-0101	Direct	False	2410	270	16	\$4	Task Force Review
342-3-0102	Direct	False	2510	270	16	\$4	Task Force Review
342-3-0103	Direct	True	1000	210	12	\$32,901	Task Force Review
342-3-0104	Direct	False	2600	270	16	\$548	Task Force Review
342-3-0105	Direct	False	2710	270	16	\$470	Task Force Review
342-3-0106	Direct	False	2730	270	16	\$36	Task Force Review
342-3-0107	Direct	False	3100	270	16	\$184	Task Force Review
342-3-0001	Direct	False	1000	111	16	\$32,000	Approved
342-3-0002	Direct	False	1000	111	16	\$12,000	Approved

342-3-0003	Direct	False	1000	111	16	\$28,000	Approved
342-3-0004	Direct	True	1000	121	12	\$48,381	Approved
342-3-0005	Direct	False	1000	121	16	\$14,000	Approved
342-3-0008	Direct	True	1000	220	12	\$3,701	Approved
342-3-0009	Direct	False	1000	220	16	\$6,011	Approved
342-3-0010	Direct	False	1000	220	16	\$990	Approved
342-3-0011	Direct	False	1000	220	16	\$2,140	Approved
342-3-0012	Direct	True	1000	260	12	\$49	Approved
342-3-0013	Direct	False	1000	260	16	\$66	Approved
342-3-0014	Direct	False	1000	260	16	\$14	Approved
342-3-0015	Direct	False	1000	260	16	\$28	Approved
342-3-0019	Direct	True	1000	653	12	\$10,000	Approved
342-3-0020	Direct	True	1000	653	12	\$40,000	Approved
342-3-0021	Direct	False	2100	111	16	\$2,000	Approved
342-3-0022	Direct	False	2100	111	16	\$1,000	Approved
342-3-0023	Direct	False	2100	111	16	\$1,000	Approved
342-3-0024	Direct	False	2100	121	16	\$2,000	Approved
342-3-0025	Direct	False	2100	220	16	\$154	Approved
342-3-0026	Direct	False	2100	220	16	\$154	Approved
342-3-0027	Direct	False	2100	220	16	\$78	Approved
342-3-0028	Direct	False	2100	220	16	\$76	Approved
342-3-0029	Direct	False	2100	260	16	\$2	Approved
342-3-0030	Direct	False	2100	260	16	\$2	Approved
342-3-0031	Direct	False	2100	260	16	\$2	Approved
342-3-0032	Direct	False	2100	260	16	\$2	Approved
342-3-0033	Direct	False	2113	340	10	\$42,482	Approved
342-3-0034	Direct	False	2134	120	15	\$26,014	Approved
342-3-0035	Direct	False	2134	120	16	\$2,000	Approved
342-3-0036	Direct	False	2134	220	15	\$1,990	Approved
342-3-0037	Direct	False	2134	220	16	\$154	Approved
342-3-0038	Direct	False	2134	260	15	\$27	Approved
342-3-0039	Direct	False	2134	260	16	\$2	Approved
342-3-0040	Direct	False	2200	111	16	\$2,000	Approved
342-3-0041	Direct	False	2200	121	16	\$2,000	Approved
342-3-0042	Direct	False	2200	220	16	\$306	Approved
342-3-0043	Direct	False	2200	260	16	\$4	Approved
342-3-0044	Direct	False	2310	121	16	\$2,000	Approved
342-3-0045	Direct	False	2310	220	16	\$154	Approved
342-3-0046	Direct	False	2310	260	16	\$2	Approved
342-3-0047	Direct	False	2321	110	16	\$2,000	Approved
342-3-0048	Direct	False	2321	220	16	\$230	Approved
342-3-0049	Direct	False	2321	260	16	\$3	Approved

342-3-0050	Direct	False	2410	111	16	\$2,000	Approved
342-3-0051	Direct	False	2410	111	16	\$1,000	Approved
342-3-0052	Direct	False	2410	111	16	\$1,000	Approved
342-3-0053	Direct	False	2410	121	16	\$2,000	Approved
342-3-0054	Direct	False	2410	121	16	\$2,000	Approved
342-3-0055	Direct	False	2410	121	16	\$2,000	Approved
342-3-0056	Direct	False	2410	220	16	\$306	Approved
342-3-0057	Direct	False	2410	220	16	\$230	Approved
342-3-0058	Direct	False	2410	220	16	\$230	Approved
342-3-0059	Direct	False	2410	260	16	\$4	Approved
342-3-0060	Direct	False	2410	260	16	\$4	Approved
342-3-0061	Direct	False	2410	260	16	\$4	Approved
342-3-0062	Direct	False	2510	121	16	\$2,000	Approved
342-3-0063	Direct	False	2510	220	16	\$154	Approved
342-3-0064	Direct	False	2510	260	16	\$2	Approved
342-3-0065	Direct	False	2600	121	16	\$12,000	Approved
342-3-0066	Direct	False	2600	220	16	\$918	Approved
342-3-0067	Direct	False	2600	260	16	\$12	Approved
342-3-0068	Direct	False	2710	121	16	\$18,000	Approved
342-3-0069	Direct	False	2710	220	16	\$1,378	Approved
342-3-0070	Direct	False	2710	260	16	\$18	Approved
342-3-0071	Direct	False	2730	121	16	\$2,000	Approved
342-3-0072	Direct	False	2730	220	16	\$154	Approved
342-3-0073	Direct	False	2730	260	16	\$2	Approved
342-3-0074	Direct	False	3100	121	16	\$10,000	Approved
342-3-0075	Direct	False	3100	220	16	\$766	Approved
342-3-0076	Direct	False	3100	260	16	\$10	Approved
342-3-0077	Direct	False	2600	121	16	\$11,212	Approved
342-3-0078	Direct	False	2600	220	16	\$858	Approved
342-3-0079	Direct	False	2600	260	16	\$11	Approved

## Line Item Details

Line Item ID: 342-3-0080

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III GS Textbooks

**Account Number**

07-1000-644-1-03

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase new elementary school science and social studies curriculum to address areas in which students have fallen behind. The analysis of student data from the pandemic onset to current shows that our students experienced learning loss in the areas of science and social studies. These resources will provide student knowledge and experiences aligned with the content standards and provide strategies for student learning loss, especially the students that demonstrate the most impact from COVID-19 that include students with disabilities and students in foster care. We would also like to be prepared for any future students experiencing homelessness. We would be purchasing student textbooks, teacher editions and teacher resources.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,000
<b>Budgeted Expenditures in SFY 2024</b>	\$13,296
<b>Total Expenditures</b>	\$21,296

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request- previously approved for line item 16 amount of \$16,851

Line Item ID: 342-3-0081

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III MS Textbooks

**Account Number**

07-1000-644-2-03

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase new middle school science and social studies curriculum to address areas in which students have fallen behind. The analysis of student data from the pandemic onset to current shows that our students experienced learning loss in the areas of science and social studies. These resources will provide student knowledge and experiences aligned with the content standards and provide strategies for student learning loss, especially the students that demonstrate the most impact from COVID-19 that include students with disabilities and students in foster care. We would also like to be prepared for any future students experiencing homelessness. We would be purchasing student textbooks, teacher editions and teacher resources.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,800
<b>Budgeted Expenditures in SFY 2024</b>	\$9,439
<b>Total Expenditures</b>	\$20,239

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request- previously approved for line item 17 amount of \$42,000

Line Item ID: 342-3-0082



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III HS Textbooks

**Account Number**

07-1000-644-3-03

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase new high school science and social studies curriculum to address areas in which students have fallen behind. The analysis of student data from the pandemic onset to current shows that our students experienced learning loss in the areas of science and social studies. These resources will provide student knowledge and experiences aligned with the content standards and provide strategies for student learning loss, especially the students that demonstrate the most impact from COVID-19 that include students with disabilities and students in foster care. We would also like to be prepared for any future students experiencing homelessness. We would be purchasing student textbooks, teacher editions and teacher resources.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,200
<b>Budgeted Expenditures in SFY 2024</b>	\$10,256
<b>Total Expenditures</b>	\$23,456

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request-previously approved for line item 18 amount of \$38,000

Line Item ID: 342-3-0083

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III to Keystone

**Account Number**

07-1000-590-0-03

**Function Code**

1000 - Instruction

**Object Code**590 - Inter-educational, Interagency  
Purchased Services**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the hire and/or retention of special education staff that work in our buildings. The incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 25 Keystone staff members will receive the full amount of premium pay as they only work for Keystone in our district. 10 Keystone staff members will receive a partial amount of premium pay (based on the percentage of time spent in our district) as they work for Keystone in our district and other districts as well.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$26,580
<b>Budgeted Expenditures in SFY 2024</b>	\$26,580
<b>Total Expenditures</b>	\$53,160

**Status**

Task Force Review

**Line Item Comment from KSDE**

New line item-

Line Item ID: 342-3-0084

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III MS Para Support

**Account Number**

07-1000-121-2-03

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of paraprofessionals. The recruitment incentive will be no more than \$500 for each new paraprofessional. The retention incentive will be no more than \$500 per semester for each returning paraprofessional. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member received the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request- previously approved for line item 6 amount of \$2,000

Line Item ID: 342-3-0085

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III GS Work Comp

**Account Number**

07-1000-270-1-03

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$125**Budgeted Expenditures in SFY 2024** \$125**Total Expenditures** \$250**Status**

Task Force Review

**Line Item Comment from KSDE**

New line item-

Line Item ID: 342-3-0086

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III MS Work Comp

**Account Number**

07-1000-270-2-03

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

**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 Comment from KSDE**

New line item-

Line Item ID: 342-3-0087

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III HS Work Comp

**Account Number**

07-1000-270-3-03

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$32**Budgeted Expenditures in SFY 2024** \$32**Total Expenditures** \$64**Status**

Task Force Review

**Line Item Comment from KSDE**

New line item-

Line Item ID: 342-3-0088

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Coun Sec Work Comp

**Account Number**

07-2100-270-0-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2**Status**

Task Force Review

**Line Item Comment from KSDE**

New line item-

Line Item ID: 342-3-0089

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III GS Coun Work Comp

**Account Number**

07-2100-270-1-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

**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**

New line item-

Line Item ID: 342-3-0090

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III MS Coun Work Comp

**Account Number**

07-2100-270-2-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Task Force Review

**Line Item Comment from KSDE**

New line item-

Line Item ID: 342-3-0091

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III HS Coun Work Comp

**Account Number**

07-2100-270-3-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Task Force Review

**Line Item Comment from KSDE**

New line item-

Line Item ID: 342-3-0092

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Nurse Work Comp

**Account Number**

07-2134-270-0-03

**Function Code**

2134 - Nursing Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$32**Budgeted Expenditures in SFY 2024** \$32**Total Expenditures** \$64**Status**

Task Force Review

**Line Item Comment from KSDE**

New line item-

Line Item ID: 342-3-0093

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Nurse Work Comp

**Account Number**

07-2134-270-0-03

**Function Code**

2134 - Nursing Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the additional nursing hours.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$482**Total Expenditures** \$482**Status**

Task Force Review

**Line Item Comment from KSDE**

New line item

Line Item ID: 342-3-0094

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III GS Library Work Comp

**Account Number**

07-2200-270-1-03

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3**Budgeted Expenditures in SFY 2024** \$3**Total Expenditures** \$6**Status**

Task Force Review

**Line Item Comment from KSDE**

New line item-



Line Item ID: 342-3-0095

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III MS Library Work Comp

**Account Number**

07-2200-270-2-03

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1
<b>Budgeted Expenditures in SFY 2024</b>	\$1
<b>Total Expenditures</b>	\$2

**Status**

Task Force Review

**Line Item Comment from KSDE**

New line item-

Line Item ID: 342-3-0096

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III HS Library Work Comp

**Account Number**

07-2200-270-3-03

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1
<b>Budgeted Expenditures in SFY 2024</b>	\$1
<b>Total Expenditures</b>	\$2

**Status**

Task Force Review

**Line Item Comment from KSDE**

New line item-

Line Item ID: 342-3-0097

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CO Sec Work Comp

**Account Number**

07-2310-270-0-03

**Function Code**

2310 - Board of Education Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

**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**

New line item-

Line Item ID: 342-3-0098

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Supt Work Comp

**Account Number**

07-2321-270-0-03

**Function Code**

2321 - Office of the Superintendent Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

**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**

New line item-

Line Item ID: 342-3-0099

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III GS Adm Work Comp

**Account Number**

07-2410-270-1-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$5

**Budgeted Expenditures in SFY 2024** \$5

**Total Expenditures** \$10

**Status**

Task Force Review

**Line Item Comment from KSDE**

New line item-

Line Item ID: 342-3-0100

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III MS Admin Work Comp

**Account Number**

07-2410-270-2-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

**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**

New line item-

Line Item ID: 342-3-0101

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III HS Admin Work Comp

**Account Number**

07-2410-270-3-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

**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**

New line item-

Line Item ID: 342-3-0102

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CO Work Comp

**Account Number**

07-2510-270-0-03

**Function Code**

2510 - Fiscal Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

**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**

New line item-

Line Item ID: 342-3-0103

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III GS Group Ins

**Account Number**

07-1000-210-1-03

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions of health and dental insurance premiums for the three additional paraprofessionals.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$216

**Budgeted Expenditures in SFY 2024** \$32,685

**Total Expenditures** \$32,901

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request- previously approved for line item 7 amount of \$55,393

Line Item ID: 342-3-0104

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Plant Oper Work Comp

**Account Number**

07-2600-270-0-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$274

**Budgeted Expenditures in SFY 2024** \$274

**Total Expenditures** \$548

**Status**

Task Force Review

**Line Item Comment from KSDE**

New line item-

Line Item ID: 342-3-0105

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Driver Work Comp

**Account Number**

07-2710-270-0-03

**Function Code**

2710 - Vehicle Operation

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$235

**Budgeted Expenditures in SFY 2024** \$235

**Total Expenditures** \$470

**Status**

Task Force Review

**Line Item Comment from KSDE**

New line item-

Line Item ID: 342-3-0106

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Mechanic Work Comp

**Account Number**

07-2730-270-0-03

**Function Code**

2730 - Vehicle Servicing and Maintenance

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

**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**

New line item-

Line Item ID: 342-3-0107

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Food Serv Work Comp

**Account Number**

07-3100-270-0-03

**Function Code**

3100 - Food Service Operations

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for workers compensation insurance on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$92
<b>Budgeted Expenditures in SFY 2024</b>	\$92
<b>Total Expenditures</b>	<u>\$184</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New line item-

Line Item ID: 342-3-0001

**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 GS Teacher Salary

**Account Number**

07-1000-111-1-03

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of certified teachers. The recruitment incentive will be no more than \$500 for each new teacher. The retention incentive will be no more than \$500 per semester for each returning teacher. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 16 staff members will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$16,000
<b>Budgeted Expenditures in SFY 2024</b>	\$16,000
<b>Total Expenditures</b>	<u>\$32,000</u>

**Status**

Approved

Line Item ID: 342-3-0002



**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 MS Teacher Salary

**Account Number**

07-1000-111-2-03

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of certified teachers. The recruitment incentive will be no more than \$500 for each new teacher. The retention incentive will be no more than \$500 per semester for each returning teacher. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 6 staff members will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
<b>Budgeted Expenditures in SFY 2024</b>	\$6,000
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Approved

Line Item ID: 342-3-0003

**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 HS Teacher Salary

**Account Number**

07-1000-111-3-03

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of certified teachers. The recruitment incentive will be no more than \$500 for each new teacher. The retention incentive will be no more than \$500 per semester for each returning teacher. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 14 staff members will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,000
<b>Budgeted Expenditures in SFY 2024</b>	\$14,000
<b>Total Expenditures</b>	<u>\$28,000</u>

**Status**

Approved

Line Item ID: 342-3-0004

**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 GS Para Support

**Account Number**

07-1000-121-1-03

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hired three additional paraprofessionals. Two paraprofessionals are working in primary grade classrooms. Their roles include assisting in the administering of the FASTBridge screeners to identify students with learning loss and to use approved interventions when working with identified students. These paras will greatly help directing those interventions in small group settings.

The third paraprofessional is working in the Title department for students experiencing learning loss. This individual will also assist with the administration of the FASTBridge screener to identify students with learning loss. This person will allow for smaller group sizes due to the increased identification of students with learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$8,799
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<b>Budgeted Expenditures in SFY 2024</b>	\$39,582
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<b>Total Expenditures</b>	<u>\$48,381</u>
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**Status**

Approved

Line Item ID: 342-3-0005

**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 GS Para Support

**Account Number**

07-1000-121-1-03

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of paraprofessionals. The recruitment incentive will be no more than \$500 for each new paraprofessional. The retention incentive will be no more than \$500 per semester for each returning paraprofessional. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 7 staff members will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,000
<b>Budgeted Expenditures in SFY 2024</b>	\$7,000
<b>Total Expenditures</b>	\$14,000

**Status**

Approved

Line Item ID: 342-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III GS FICA

**Account Number**

07-1000-220-1-03

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes for the three additional paraprofessionals.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$673
<b>Budgeted Expenditures in SFY 2024</b>	\$3,028
<b>Total Expenditures</b>	\$3,701

**Status**

Approved

Line Item ID: 342-3-0009

**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 GS FICA

**Account Number**

07-1000-220-1-03

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,759**Budgeted Expenditures in SFY 2024** \$4,252**Total Expenditures** \$6,011**Status**

Approved

Line Item ID: 342-3-0010

**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 MS FICA

**Account Number**

07-1000-220-2-03

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$495**Budgeted Expenditures in SFY 2024** \$495**Total Expenditures** \$990**Status**

Approved

Line Item ID: 342-3-0011

**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 HS FICA

**Account Number**

07-1000-220-3-03

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,070**Budgeted Expenditures in SFY 2024** \$1,070**Total Expenditures** \$2,140**Status**

Approved

Line Item ID: 342-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III GS Unemp

**Account Number**

07-1000-260-1-03

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes for the three additional paraprofessionals.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9**Budgeted Expenditures in SFY 2024** \$40**Total Expenditures** \$49**Status**

Approved

Line Item ID: 342-3-0013

**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 GS Unemp

**Account Number**

07-1000-260-1-03

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$33**Budgeted Expenditures in SFY 2024** \$33**Total Expenditures** \$66**Status**

Approved

Line Item ID: 342-3-0014

**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 MS Unemp

**Account Number**

07-1000-260-2-03

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7**Budgeted Expenditures in SFY 2024** \$7**Total Expenditures** \$14**Status**

Approved

Line Item ID: 342-3-0015

**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 HS Unemp

**Account Number**

07-1000-260-3-03

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$14**Budgeted Expenditures in SFY 2024** \$14**Total Expenditures** \$28**Status**

Approved

Line Item ID: 342-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III MS Inst Software

**Account Number**

07-1000-653-2-03

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Software subscription to Acellus to address credit recovery and provide curriculum for areas in which students have fallen behind due to COVID. Acellus Academy is an evidence-based practice.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$5,000**Total Expenditures** \$10,000**Status**

Approved

**Line Item Comment from KSDE**

from narrative: ACELLUS Academy - online accredited coursework with intervention for students needing academic assistance

Line Item ID: 342-3-0020



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III HS Inst Software

**Account Number**

07-1000-653-3-03

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Software subscription to Acellus to address credit recovery and provide curriculum for areas in which students have fallen behind due to COVID. Acellus Academy is an evidence-based practice.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
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<b>Total Expenditures</b>	<u>\$40,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

from narrative: ACELLUS Academy - online accredited coursework with intervention for students needing academic assistance

Line Item ID: 342-3-0021

**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 GS Counselor Salary

**Account Number**

07-2100-111-1-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of a grade school counselor. The retention incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
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<b>Total Expenditures</b>	<u>\$2,000</u>
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**Status**

Approved

Line Item ID: 342-3-0022

**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 MS Counselor Salary

**Account Number**

07-2100-111-2-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of a middle school counselor. The retention incentive will be no more than \$250 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay, their time is shared with the high school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Approved

Line Item ID: 342-3-0023

**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 HS Counselor Salary

**Account Number**

07-2100-111-3-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of a high school counselor. The retention incentive will be no more than \$250 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay, their time is shared with the middle school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Approved

Line Item ID: 342-3-0024

**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 Couns Secretary

**Account Number**

07-2100-121-0-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of a school counselor secretary. The retention incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Approved

Line Item ID: 342-3-0025

**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 Couns Sec FICA

**Account Number**

07-2100-220-0-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$77
<b>Budgeted Expenditures in SFY 2024</b>	\$77
<b>Total Expenditures</b>	<u>\$154</u>

**Status**

Approved

Line Item ID: 342-3-0026

**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 GS Couns FICA

**Account Number**

07-2100-220-1-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$77**Budgeted Expenditures in SFY 2024** \$77**Total Expenditures** \$154**Status**

Approved

Line Item ID: 342-3-0027

**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 MS Couns FICA

**Account Number**

07-2100-220-2-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$39**Budgeted Expenditures in SFY 2024** \$39**Total Expenditures** \$78**Status**

Approved

Line Item ID: 342-3-0028

**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 HS Couns FICA

**Account Number**

07-2100-220-3-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$38**Budgeted Expenditures in SFY 2024** \$38**Total Expenditures** \$76**Status**

Approved

Line Item ID: 342-3-0029

**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 Couns Sec Unemp

**Account Number**

07-2100-260-0-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Approved

Line Item ID: 342-3-0030

**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 GS Couns Unemp

**Account Number**

07-2100-260-1-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Approved

Line Item ID: 342-3-0031

**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 MS Couns Unemp

**Account Number**

07-2100-260-2-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Approved

Line Item ID: 342-3-0032

**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 HS Couns Unemp

**Account Number**

07-2100-260-3-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Approved

Line Item ID: 342-3-0033

**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 Social Worker

**Account Number**

07-2113-340-0-03

**Function Code**

2113 - Social Work Services

**Object Code**

340 - Other Professional Services

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Contract with our special education interlocal to provide a half-time social worker for all students to support social emotional health, student well-being and self-care and to mitigate engagement in high-risk behaviors.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13,883**Budgeted Expenditures in SFY 2024** \$28,599**Total Expenditures** \$42,482**Status**

Approved

Line Item ID: 342-3-0034

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Nurse Salary

**Account Number**

07-2134-120-0-03

**Function Code**

2134 - Nursing Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Before COVID-19, our school nurse worked 5 hours/school day. We have increased their hours to 8+/day to help with contact tracing, testing students for COVID and all other additional protocols brought on by the pandemic. The expenditures paid by ESSER funds are for the time beyond their original 5 hrs/day.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$8,501
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<b>Budgeted Expenditures in SFY 2024</b>	\$17,513
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<b>Total Expenditures</b>	\$26,014
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**Status**

Approved

Line Item ID: 342-3-0035

**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 Nurse Salary

**Account Number**

07-2134-120-0-03

**Function Code**

2134 - Nursing Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of a school nurse. The retention incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
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<b>Total Expenditures</b>	\$2,000
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**Status**

Approved

Line Item ID: 342-3-0036



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Nurse FICA

**Account Number**

07-2134-220-0-03

**Function Code**

2134 - Nursing Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the additional nursing hours.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$650**Budgeted Expenditures in SFY 2024** \$1,340**Total Expenditures** \$1,990**Status**

Approved

Line Item ID: 342-3-0037

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Nurse FICA

**Account Number**

07-2134-220-0-03

**Function Code**

2134 - Nursing Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$77**Budgeted Expenditures in SFY 2024** \$77**Total Expenditures** \$154**Status**

Approved

Line Item ID: 342-3-0038

**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 Nurse Unemp

**Account Number**

07-2134-260-0-03

**Function Code**

2134 - Nursing Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the additional nursing hours.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9
<b>Budgeted Expenditures in SFY 2024</b>	\$18
<b>Total Expenditures</b>	<u>\$27</u>

**Status**

Approved

Line Item ID: 342-3-0039

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Nurse Unemp

**Account Number**

07-2134-260-0-03

**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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1
<b>Budgeted Expenditures in SFY 2024</b>	\$1
<b>Total Expenditures</b>	<u>\$2</u>

**Status**

Approved

Line Item ID: 342-3-0040

**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 Librarian Salary

**Account Number**

07-2200-111-0-03

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of a school librarian. The retention incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Approved

Line Item ID: 342-3-0041

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Library Aide Salary

**Account Number**

07-2200-121-0-03

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of a school library paraprofessional. The retention incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Approved

Line Item ID: 342-3-0042

**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 Library FICA

**Account Number**

07-2200-220-0-03

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$153**Budgeted Expenditures in SFY 2024** \$153**Total Expenditures** \$306**Status**

Approved

Line Item ID: 342-3-0043

**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 Library Unemp

**Account Number**

07-2200-260-0-03

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**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**

Approved

Line Item ID: 342-3-0044

**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 CO Secretary Salary

**Account Number**

07-2310-121-0-03

**Function Code**

2310 - Board of Education Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of a district office secretary. The retention incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Approved

Line Item ID: 342-3-0045

**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 CO Sec FICA

**Account Number**

07-2310-220-0-03

**Function Code**

2310 - Board of Education Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$77
<b>Budgeted Expenditures in SFY 2024</b>	\$77
<b>Total Expenditures</b>	<u>\$154</u>

**Status**

Approved

Line Item ID: 342-3-0046

**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 CO Sec Unemp

**Account Number**

07-2310-260-0-03

**Function Code**

2310 - Board of Education Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Approved

Line Item ID: 342-3-0047

**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 Supt Salary

**Account Number**

07-2321-110-0-03

**Function Code**

2321 - Office of the Superintendent Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of superintendents. The recruitment incentive will be no more than \$500 for each new superintendent. The retention incentive will be no more than \$500 per semester for each returning superintendent. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$2,000**Status**

Approved

Line Item ID: 342-3-0048

**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 Supt FICA

**Account Number**

07-2321-220-0-03

**Function Code**2321 - Office of the Superintendent  
Services**Object Code**

220 - Social Security Contributions

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$153**Budgeted Expenditures in SFY 2024** \$77**Total Expenditures** \$230**Status**

Approved

Line Item ID: 342-3-0049

**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 Supt Unemp

**Account Number**

07-2321-260-0-03

**Function Code**2321 - Office of the Superintendent  
Services**Object Code**

260 - Unemployment Compensation

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$3**Status**

Approved

Line Item ID: 342-3-0050

**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 GS Principal Salary

**Account Number**

07-2410-111-1-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of an elementary principal. The recruitment incentive will be no more than \$500 for each new principal. The retention incentive will be no more than \$500 per semester for each returning principal. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Approved

Line Item ID: 342-3-0051



**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 MS Principal Salary

**Account Number**

07-2410-111-2-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of a middle school principal. The recruitment incentive will be no more than \$250 for each new principal. The retention incentive will be no more than \$250 per semester for each returning principal. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay, their time is shared with the high school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Approved

Line Item ID: 342-3-0052

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III HS Principal Salary

**Account Number**

07-2410-111-3-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of a high school principal. The recruitment incentive will be no more than \$250 for each new principal. The retention incentive will be no more than \$250 per semester for each returning principal. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay, their time is shared with the middle school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Approved

Line Item ID: 342-3-0053

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III GS Secretary Salary

**Account Number**

07-2410-121-1-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of an elementary secretary. The recruitment incentive will be no more than \$500 for each new secretary. The retention incentive will be no more than \$500 per semester for each returning secretary. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Approved

Line Item ID: 342-3-0054

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III MS Secretary Salary

**Account Number**

07-2410-121-2-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of a middle school secretary. The recruitment incentive will be no more than \$500 for each new secretary. The retention incentive will be no more than \$500 per semester for each returning secretary. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Approved

Line Item ID: 342-3-0055

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III HS Secretary Salary

**Account Number**

07-2410-121-3-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of a high school secretary. The recruitment incentive will be no more than \$500 for each new secretary. The retention incentive will be no more than \$500 per semester for each returning secretary. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Approved

Line Item ID: 342-3-0056

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III GS Admin FICA

**Account Number**

07-2410-220-1-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$153
<b>Budgeted Expenditures in SFY 2024</b>	\$153
<b>Total Expenditures</b>	<u>\$306</u>

**Status**

Approved

Line Item ID: 342-3-0057

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III MS Admin FICA

**Account Number**

07-2410-220-2-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$115**Budgeted Expenditures in SFY 2024** \$115**Total Expenditures** \$230**Status**

Approved

Line Item ID: 342-3-0058

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III HS Admin FICA

**Account Number**

07-2410-220-3-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$115**Budgeted Expenditures in SFY 2024** \$115**Total Expenditures** \$230**Status**

Approved

Line Item ID: 342-3-0059

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III GS Admin Unemp

**Account Number**

07-2410-260-1-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**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**

Approved

Line Item ID: 342-3-0060

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III MS Admin Unemp

**Account Number**

07-2410-260-2-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**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**

Approved

Line Item ID: 342-3-0061

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III HS Admin Unemp

**Account Number**

07-2410-260-3-03

**Function Code**

2410 - Office of the Principal Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**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**

Approved

Line Item ID: 342-3-0062

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Business Mgr Salary

**Account Number**

07-2510-121-0-03

**Function Code**

2510 - Fiscal Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of a business manager. The retention incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$2,000**Status**

Approved

Line Item ID: 342-3-0063



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Business Mgr FICA

**Account Number**

07-2510-220-0-03

**Function Code**

2510 - Fiscal Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$77**Budgeted Expenditures in SFY 2024** \$77**Total Expenditures** \$154**Status**

Approved

Line Item ID: 342-3-0064

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Business Mgr Unemp

**Account Number**

07-2510-260-0-03

**Function Code**

2510 - Fiscal Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Approved

Line Item ID: 342-3-0065

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Plant Operation Salary

**Account Number**

07-2600-121-0-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of custodial and maintenance staff. The recruitment incentive will be no more than \$500 for each new custodian or maintenance employee. The retention incentive will be no more than \$500 per semester for each returning custodian or maintenance employee. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 6 staff members will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
<b>Budgeted Expenditures in SFY 2024</b>	\$6,000
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Approved

Line Item ID: 342-3-0066

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Plant Oper FICA

**Account Number**

07-2600-220-0-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$459
<b>Budgeted Expenditures in SFY 2024</b>	\$459
<b>Total Expenditures</b>	<u>\$918</u>

**Status**

Approved

Line Item ID: 342-3-0067

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Plant Oper Unemp

**Account Number**

07-2600-260-0-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6
<b>Budgeted Expenditures in SFY 2024</b>	\$6
<b>Total Expenditures</b>	<u>\$12</u>

**Status**

Approved

Line Item ID: 342-3-0068

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Driver Salary

**Account Number**

07-2710-121-0-03

**Function Code**

2710 - Vehicle Operation

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of bus and van drivers. The recruitment incentive will be no more than \$500 for each new bus and van driver. The retention incentive will be no more than \$500 per semester for each returning bus and van driver. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 9 staff members will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,000
<b>Budgeted Expenditures in SFY 2024</b>	\$9,000
<b>Total Expenditures</b>	<u>\$18,000</u>

**Status**

Approved

Line Item ID: 342-3-0069

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Driver FICA

**Account Number**

07-2710-220-0-03

**Function Code**

2710 - Vehicle Operation

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$689**Budgeted Expenditures in SFY 2024** \$689**Total Expenditures** \$1,378**Status**

Approved

Line Item ID: 342-3-0070

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Driver Unemp

**Account Number**

07-2710-260-0-03

**Function Code**

2710 - Vehicle Operation

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9**Budgeted Expenditures in SFY 2024** \$9**Total Expenditures** \$18**Status**

Approved

Line Item ID: 342-3-0071

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Mechanic Salary

**Account Number**

07-2730-121-0-03

**Function Code**

2730 - Vehicle Servicing and Maintenance

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of a mechanic. The recruitment incentive will be no more than \$500 for a new mechanic. The retention incentive will be no more than \$500 per semester for a mechanic. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Approved

Line Item ID: 342-3-0072

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Mechanic FICA

**Account Number**

07-2730-220-0-03

**Function Code**

2730 - Vehicle Servicing and Maintenance

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$77
<b>Budgeted Expenditures in SFY 2024</b>	\$77
<b>Total Expenditures</b>	<u>\$154</u>

**Status**

Approved

Line Item ID: 342-3-0073

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Mechanic Unemp

**Account Number**

07-2730-260-0-03

**Function Code**

2730 - Vehicle Servicing and Maintenance

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Approved

Line Item ID: 342-3-0074

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Food Serv Salaries

**Account Number**

07-3100-121-0-03

**Function Code**

3100 - Food Service Operations

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the recruitment and retention of food service employees. The recruitment incentive will be no more than \$500 for each new food service employee. The retention incentive will be no more than \$500 per semester for each returning food service employee. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 5 staff members will receive the premium pay.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$5,000**Total Expenditures** \$10,000**Status**

Approved

Line Item ID: 342-3-0075

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Food Serv FICA

**Account Number**

07-3100-220-0-03

**Function Code**

3100 - Food Service Operations

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$383**Budgeted Expenditures in SFY 2024** \$383**Total Expenditures** \$766**Status**

Approved

Line Item ID: 342-3-0076

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Food Serv Unemp

**Account Number**

07-3100-260-0-03

**Function Code**

3100 - Food Service Operations

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the premium pay incentives.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5**Budgeted Expenditures in SFY 2024** \$5**Total Expenditures** \$10**Status**

Approved

Line Item ID: 342-3-0077

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Plant Operation Salary

**Account Number**

07-2600-121-0-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the additional cleaning protocols brought on by COVID, custodial personnel often times work beyond their schedule which puts them into overtime.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$11,212
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<b>Total Expenditures</b>	\$11,212
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**Status**

Approved

Line Item ID: 342-3-0078

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Plant Oper FICA

**Account Number**

07-2600-220-0-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for social security and medicare taxes on the custodial overtime.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$858
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<b>Total Expenditures</b>	\$858
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**Status**

Approved

Line Item ID: 342-3-0079



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Plant Oper Unemp

**Account Number**

07-2600-260-0-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer contributions for unemployment taxes on the custodial overtime.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$11**Total Expenditures** \$11**Status**

Approved

# ESSER III APPLICATION FOR D0361

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Chaparral Schools	124 N Jennings, Anthony, KS 670030486	Box 486, Anthony, KS 670030486
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Josh Swartz	joshs@usd361.org	(620) 842-5183

## 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>
Josh Swartz	Superintendent	joshs@usd361.org	(620) 842-5183
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Barbara Muse		barbaram@usd361.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
Robyn Liebelt		robynl@usd361.org	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://docs.google.com/document/d/e/2PACX-1vTKgsA8pHDm3ivfA6sEZcwHeZSPX5\\_4ZszpoFhZk6tjkFw0T3IlwY9RUqGGoRgwNlcmn97Xm4pADxak/pub](https://docs.google.com/document/d/e/2PACX-1vTKgsA8pHDm3ivfA6sEZcwHeZSPX5_4ZszpoFhZk6tjkFw0T3IlwY9RUqGGoRgwNlcmn97Xm4pADxak/pub)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

COVID-19 infection rates in our community and across the region guide the mitigation and prevention strategies. Currently, maintenance and custodial processes are a high focus in regards to effectiveness of surface and air quality. Guidance from our community also influences the reopening of schools as the culture and social structures change with COVID-19 infection rates. The intention remains that classrooms and buildings need to be safe and clean.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

## Idea Hunt

The feedback from the idea hunt provides a relevant look into the interests and focuses of students even though the project took place during the 2020-2021 school year. The general concept is to have an idea hunt where students submitted their solutions to the 3 following questions: "How might we build better relationships between all people who learn and work in our school building?", "How might we create a school culture in which students want to participate in school activities and/or athletics?", and "What is one thing that could be done to make all students feel included and valued?"

52 ideas were collected with about 17 ideas per question. These ideas passed through a side by side voting process until the top ideas were identified, which focused on time and strategy development for relationship work along with a theme of creating a school day with more time for informal conversation time.

The connection to the ESSER 3 plan flows through the importance of using supplies and staff time to build on a school day that builds on a positive use of school time for students.

## Journey to Yes Interview

Four students were interviewed in connection to a communication and marketing project for the school district. The four students represented both students currently in school that were both involved and then not so involved and two more that were recent graduates. The consistent theme from all respondents connected to the continuation of the personalized learning options.

## Key Summary Points

Student to student & staff to student relationships, personalized learning

## **Families**

### Climate Survey

Each year since the 2019-2020 school year a climate survey has been administered to families, staff and students in January. There are 6 core areas including trust, bullying, drug use, safety, learning expectations and resilience. Of each of those areas bullying is the one area where the parent voice is not in alignment with staff perceptions. This takeaway also aligns with both behavior and mental health supports that arose from the ESSER 3 survey.

### ESSER 3 Survey

As of June 13, 2022 98 parents, staff and community placed responses to the survey that was a copy of the survey shared in the KSDE ESSER 3 toolkit. Of a district with 800 students, approximately 425 families and a grand total community population of 3,000; this is a very rough estimate of about a 14% response rate. The key topics that received the most consistent "Very Important" and "Important" ratings for families were mental health, behavior and academic support. This concern aligns with the 2021-2026 strategic plan of continued improvement in the area of MTSS.

## Key Summary Points

Safety, academic performance and behavior support.

## **School and District Administrators including Special Education Administration**

## SCKSEC Admin Meeting Notes

USD 361 is a member of the South Central Kansas Special Education Cooperative (SCKSEC #605) along with 14 other districts. Administrators discussed this topic in February 2022 and the key points shared connected to the ability to hire paras and the possibility of having high school students gain training enabling them to be a para once they graduate. Auditory processing concerns were shared connecting to the ability to verbal learning abilities. STEM and summer camp ideas were also discussed.

### Key Summary Points

Staff retention and recruitment which also connects to the special education cooperative being connected culturally with the local school districts.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

### Idea Hunt

During the 2021-2022 school year in connection with developing a 5 year strategic plan, staff had the opportunity to provide ideas as part of an "Idea Hunt". The hunt collected 21 ideas where 5 "How might we..." question stems were used. Those questions were "HMW improve trust?", "HMW be a place where everyone want to be?", "HMW design innovative celebrations?", "HMW gain community support for increased funding of district goals and objectives?", and "HMW increase our academic opportunities that compete with the top schools in Kansas".

Once the ideas were collected, staff had the opportunity to chip vote by placing up to 25 chips for each of the 5 categories on whichever idea best aligned with their goals and objectives. 2 key ideas were selected for movement into the strategic planning work which were called "Up the Color" and "Celebration Space". The overall theme of the ideas related to climate and culture in building the positive atmosphere for students.

### Principal and teacher feedback

Finding ways to keep staff engaged so they stay in the district which also connects to recruitment and "grow your own" type programs. The para to teacher scholarship plan that started using ESSER II dollars is working and would want to continue this program.

The district has worked with TASN on our MTSS implementation the past 3 years and the continued focus on implementation remains a goal. The current work on strengthening Tier 1 instruction for reading specifically is the focus for 2022-2023 along with the growth of data driven conversations at the classroom teacher community level.

### Journey to Yes Interview

Stay connected with other educators, raise achievement, keep a focus and when a change occurs communicate it.

### Key Summary Points

Stay focused on MTSS implementation and continue to find ways to engage staff through their own passions.

## **Tribes**

### Journey to Yes Interview

Inclusivity is a challenge which connects to the overall acceptance of students and families from different backgrounds. The bias that exists is taught through generations and takes a concerted effort to change.

### General Parent Feedback

Approximately 4% of the student population is designated as American Indian or Alaskan Native. The themes of concerns as well as celebrations flow through the lens of equity, inclusiveness and opportunity.

### Key Summary Points

Focus on strategies that build inclusiveness and acceptance. This includes processes that focus on learning data away from the personal connections that may exist that drive the support for students.

## **Civil Rights Organization including Disability Rights Organizations**

### Specific feedback from students and/or organizations

The google form that was open to families had a high consistency response around supporting academic interventions. Of the 107 responses (6/14/22); 8 respondents identified with children with disabilities, or ELL or a child in foster care.

Anecdotal evidence from the past year from staff also shows the concern with a lack of acceptance and empathy. Several instances arose over the past 12 months that demonstrate the need to improve on acceptance. There are many programs in place to support character education, however, the need to continue the improvement pattern exists.

Contact with the Disability Rights Center of Kansas was not returned by the time of this submission, however, will continue to connect with organizations to stay abreast of current needs and trends for students and families with disabilities.

### Key Summary Points

Continued work on empathy and acceptance; academic and behavior supports.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Additional info added on 7/28/22

The district currently does not have any homeless students and between 3 and 10 migrant students at any given time. After consulting with our migrant recruiter, the key barriers are learning the English Language and engaging parents in the education of their children. The district sees these same areas with goals of improving in both language proficiency and parent engagement.

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Additional info added on 7/13/22

Of these 7 responses, 4 were from parents with children with disabilities, 1 from a parent that has English as a second language, 1 from a parent that is underserved, and 1 from a parent for a child in foster care.

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7 respondents on our survey matched this area with similar concerns regarding academic achievement and behavior. A specific concern was shared regarding students that don't qualify for special education, however, are in need of support. Even with the current MTSS model in place, more needs to be done.

#### Key Summary Points

Academic intervention support  
Expanded behavior and social emotional support

### **Provide the public the opportunity to provide input and take such input into account**

A google form is open for families to complete.

#### Key Summary Points

Academic and behavioral supports  
Overall mental health monitoring and support  
School safety

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

The 2020-2021 school year started for 2 weeks in the hybrid model with half the student population onsite and the other half attending virtually. Once that 2 week window was complete, full onsite with restrictions of masking and social in place. During the end of October 2020, Anthony Elementary did Remote Learning for 3 weeks, then in January 2021 Chaparral Jr/Sr High had a week of Remote Learning.

The 2021-2022 school year had one day for Anthony Elementary where there was no school because of a shortage of staff. During the 2021-2022 school year, antigen testing took place through December. Students that were exposed to a positive test were able to attend provided the daily testing took place.

With an English Learner population making up 7% of the student population, poverty at 15% (direct assistance) and free / reduced at 60% the goal was to remain onsite as much as possible. During the spring of the 2019-2020 school year when full remote learning was taking place, special education, ELL, and low income families were the most impacted. This evidence was noted specifically through Fastbridge Math and Reading scores taken during the fall of 2020.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Summer learning and summer enrichment are two of the key components in our plan. The district has a comprehensive after school program through Title IVA that will also receive additional support with ESSER funds.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Several HVAC units are in the plan for replacement. The units are older and not equipped with air filtration systems capable of removing viruses and other particles from the air.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Continued work with the MTSS TASN team, which is currently in year 3. The current focus is on the use of data and individualized student intervention impact.

ELL staff were added with ESSER 2 funding and would continue through the ESSER 3 window.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,575,625	\$0	\$1,575,625	ESSER III Allocations	\$315,125
Approved Total	\$1,411,625	\$0	\$1,411,625	Approved Total	\$433,477
Amount Left	\$164,000	\$0	\$164,000	Amount Still Needed	\$0
In Review Total	\$120,000	\$0	\$120,000	In Review Total	\$0
Amount Left	\$44,000	\$0	\$44,000	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
361-3-0017	Direct	False	2600	610	7	\$120,000	Task Force Review
361-3-0002	Direct	False	1000	650	9	\$110,000	Approved
361-3-0003	Direct	False	1000	650	9	\$105,000	Approved
361-3-0004	Direct	False	1000	610	4	\$116,193	Approved
361-3-0005	Direct	False	2500	111	16	\$90,000	Approved
361-3-0006	Direct	False	1000	111	4	\$138,455	Approved
361-3-0008	Direct	False	1000	111	11A	\$102,000	Approved
361-3-0009	Direct	False	1000	111	16	\$316,500	Approved
361-3-0011	Direct	True	1000	111	12	\$160,000	Approved
361-3-0012	Direct	True	1000	300	12	\$70,000	Approved
361-3-0013	Direct	True	1000	610	4	\$38,477	Approved
361-3-0014	Direct	True	1000	111	11A	\$100,000	Approved
361-3-0016	Direct	True	2100	111	12	\$65,000	Approved

## Line Item Details

Line Item ID: 361-3-0017



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER #3 Ops &amp; Maint

**Account Number**

81-2620-610-0000-000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

General cleaning and sanitation supplies that help to reduce the spread of viruses and bacteria.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$120,000**Total Expenditures** \$120,000**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 361-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER#3 Instructional Technology Supplies

**Account Number**

81-1000-650-000

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

PK-4 Devices // Additional info added on 6/21/22 for SFY 2023 replacement of PK-4th personal technology devices (iPads). Remote learning increased the breakage and usage rate of current device inventory.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$110,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$110,000**Status**

Approved

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER#3 Instructional Technology  
Supplies

**Account Number**

81-1000-650-000

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

7-12 Devices // Additional info added on 6/21/22 SFY 2024 replacement of 7th to 12th personal technology devices (Chromebooks). Remote learning increased the breakage and usage rate of current device inventory.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$105,000
<b>Total Expenditures</b>	\$105,000

**Status**

Approved

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER#3 Instructional Supplies

**Account Number**

81-1000-610-000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

General Instructional Supplies // Additional info added on 6/21/22 that this expense is for additional intervention materials for classroom instruction that would benefit both math, reading, behavior and additional content areas. These resources would be specifically used for Tier 2 & Tier 3 interventions.

<b>Budgeted Expenditures in SFY 2021</b>	\$29,185
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$47,008
<b>Budgeted Expenditures in SFY 2024</b>	\$40,000
<b>Total Expenditures</b>	<u>\$116,193</u>

**Status**

Approved

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER#3 Licensed Technology Staff

**Account Number**

81-2500-111-000

**Function Code**

2500 - Central Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Technology Integration Support // additional information added on 6/22/22: Additional technology integration support in order to best utilize technology purchased to support student learning. The integration of purchased technology is only as strong as the skill set of the staff using the technology. This role improves the effectiveness of the purchased technology and web-based instructional tools. The tech integration support role impacts learning loss by supporting the classroom teacher in guidance and coaching to best use the technology while at the same time implementing the MTSS model. This role also supports families in using technology while away from school. Low income families benefit from this support.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$30,000
<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$90,000

**Status**

Approved

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER#3 Licensed Instructional Staff

**Account Number**

80-1000-111-000

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

3 FTE Guest Teachers // additional information added on 6/22/22: 3 FTE Guest Teachers @ \$31,000 per teacher. Hiring 2 full time guest teachers (substitutes) matches with research that 85% of the school days have at least 2 guest teachers in the district. The remaining 15% of the time would be used to support classroom enrichment/intervention work. Learning loss occurs when the regular teach is not in the classroom with this solution reducing the stress and strain on struggling learners.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$45,455
<b>Budgeted Expenditures in SFY 2023</b>	\$93,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$138,455</u>

**Status**

Approved

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER#3 Licensed Instructional Staff

**Account Number**

80-1000-111-000

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Extended School Year // Additional information added on 6/22/22: Extending the school year for a prorated number of days or hours per year as the cost of operation is \$20,000 per day. This cost includes all staffing required when the school is in operation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,000
<b>Budgeted Expenditures in SFY 2023</b>	\$70,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	<u>\$102,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19. If this a summer school program, please provide the number of staff members, anticipated number of students and the duration of the summer program.

Line Item ID: 361-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER#3 Licensed Instructional Staff

**Account Number**

80-1000-111-000

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Pay // Additional information added on 6/22/22: Retention pay where \$500 is paid to each staff member for work prior to the semester they are about to begin. Payments in December and August. This payment is for approximately 155 staff. For the SFY 2022 a portion of the funding is shared with ESSER 2.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$37,500
<b>Budgeted Expenditures in SFY 2023</b>	\$201,500
<b>Budgeted Expenditures in SFY 2024</b>	\$77,500
<b>Total Expenditures</b>	<u>\$316,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional premium pay information regarding the incentive, the number of staff to be paid (reported in categories if applicable), the premium pay amount(s) and the anticipated payment date.

Line Item ID: 361-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER#3 Licensed Instructional Staff

**Account Number**

80-1000-111-000

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

ELL Program (Paras & Teacher Specialist) // Additional information added on 6/22/22 ESOL learner support by adding 2 teacher specialists along with 2 para educators.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$160,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$160,000
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**Status**

Approved

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0012



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER#3 Professional Development

**Account Number**

80-1000-300-000

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence based intervention strategy professional learning opportunities // Additional information added on 6/22/22:  
Additional intervention materials for classroom instruction that would benefit both math, reading, behavior and additional  
content areas. These resources would be specifically used for Tier 2 & Tier 3 interventions for ELL & Economically  
Disadvantaged students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	<u>\$70,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19. For the 20% Set-Aside for the Learning Loss, please provide information on which student population sub-group will be addressed due to COVID-19.

Line Item ID: 361-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER#3 Instructional Supplies

**Account Number**

80-1000-610-000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Intervention supplies and materials // Additional information added on 6/22/22 Additional intervention materials for classroom instruction that would benefit both math, reading, behavior and additional content areas. These resources would be specifically used for Tier 2 & Tier 3 interventions. These would support students low in math and reading assessment scores.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,545
<b>Budgeted Expenditures in SFY 2024</b>	\$23,932
<b>Total Expenditures</b>	<u>\$38,477</u>

**Status**

Approved

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER#3 Licensed Instructional Staff

**Account Number**

80-1000-111-000

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer School // Additional information added on 6/22/22: Summer learning opportunities where students identified as at-risk through Fastbridge screening data, attendance data and classroom performance would gain additional learning support. This funding allows up to 400 students per summer to receive up to 20 hours of instruction in small groups of 4 to 5.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19. Please provide the number of staff members, anticipated number of students and the duration of the summer program.

Line Item ID: 361-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER#3 Staffing

**Account Number**

81-2100-111-0000-000

**Function Code**

2100 - Support Services (Students)

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

ELL Program (Paras & Teacher Specialist) // This item is a continuation of a staff hired for ESOL learner support by adding 2 teacher specialists along with 2 para educators. The original plan did not have funding for SFY 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$65,000
<b>Total Expenditures</b>	<u>\$65,000</u>

**Status**

Approved



# ESSER III APPLICATION FOR D0377

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Atchison Co Comm Schools	306 Main Street, Effingham, KS 660230289	P O Box 289, Effingham, KS 660230289
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Andrew Gaddis	<a href="mailto:gaddis.andrew@usd377.org">gaddis.andrew@usd377.org</a>	(913) 833-5050

## 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>
Dr. Andrew Gaddis	Superintendent	<a href="mailto:gaddis.andrew@usd377.org">gaddis.andrew@usd377.org</a>	(913) 833-5050
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Joy Brown		<a href="mailto:brown.joy@usd377.org">brown.joy@usd377.org</a>	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://docs.google.com/document/d/e/2PACX-1vT8YE6lxw7-lh111ndFxtCNC4n4A4\\_cMulUuWsT-1akn0FFNjce\\_kU23EdWbaQmAMda9QnzE12Db/pub](https://docs.google.com/document/d/e/2PACX-1vT8YE6lxw7-lh111ndFxtCNC4n4A4_cMulUuWsT-1akn0FFNjce_kU23EdWbaQmAMda9QnzE12Db/pub)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

Early means of funding have allowed for us to make the adaptations and acquire the necessary materials to open schools safely. The actual cost moving forward is unknown but we believe the bulk of these funds are better used to make up for the learning loss due to the closure in the spring of 2020 as well as for those students who missed an abundance of school during 2020-2021. We are confident that we will be able to open once again safely and remain continuously open for in-person learning.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

We used a google form to survey students on how they felt we should spend ESSER funds. We also asked them what educational practices should be available, whether that be more instructors, more social workers, or different educational tools. The survey was distributed to student via email, text and social media. The Student Councils also discussed ideas and provided input. Student responses were for additional academic and behavioral supports and enhanced curriculum materials.

## **Families**

We used a google form to survey families on how they felt we should spend our ESSER funds. We also asked them what educational practices should be available, whether more instructors, mores social workers, or different educational tools. The survey was emailed out to parents as well as sent out via text messaging system and posted to social media. We had over 100 parent responses. The majority felt that the funding should be spent to provide additional academic and behavioral supports as well as enhanced technology and curriculum resources.

## **School and District Administrators including Special Education Administration**

The administration reviewed the responses from stakeholders and determined the best way to meet the needs of the responses. Administration determined that respondents most wanted to see:

- 1: Additional instructional materials and technology resources
- 2: Additional personnel support for academic intervention.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

We used a google form to survey both certified and classified staff on what they felt would be the best use of the ESSER funds. This was distributed via email, text and social media. We had 20+ voluntary respondents. The responses were discussed by the building leadership teams. Respondents almost all stated that additional behavior supports were needed as well as after school tutoring and additional academic supports.

## **Tribes**

We currently have no tribes with land in our district boundaries. We did reach out to families with Native American ancestry whom attend our schools to have them complete a google form survey. A parent for one of these families served on our district wide focus group which has provided feedback throughout the duration of the pandemic.

## **Civil Rights Organization including Disability Rights Organizations**

We reached out to our area United Way as well as the Kansas Human Rights commission for input. We also communicated with members of the local lions club, library club and senior citizens center. All were asked to completed a google form survey to gain insights into how ESSER funds should be utilized. As of submissions, no response was received from the United Way or the Kansas Human Rights Commision. The other constituents felt that funds should be used to provide personnel for academic interventions.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We used a google form to survey our families with disabilities, children in foster care, and the underserved on how they felt we should spend our ESSER funds. We also asked them what education practices should be available, whether more instructors, more social workers, or different education tools. We do not have any identified students as migratory or incarcerated. This was distributed via email, text and social media. Those that responds felt the funds should be used to provide instructional materials, technology resources and additional personnel for academic interventions.

## **Provide the public the opportunity to provide input and take such input into account**

Surveys were sent out by email and text, posted via social media and on the school website. The Board of Education discussed the results over several meetings which were open to public comment and requested input from all patrons in the district. Individuals from specific subgroups were then asked to join the district wide focus group to provide guidance during the pandemic. We targeted Early Childhood, Spec Ed (Behavior and Academic), Gifted, Native American, Hispanic, Mixed race, low SES, Elementary, Middle and High School parents. This district wide focus group provided feedback and guidance for the district during the pandemic and on ESSER Spending. The overwhelming consensus was in line with the input from the district as a whole. This was that funds should be used to provide 1: Additional instructional materials and technology resources 2: Additional personnel support for academic interventions.

## **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 most significant impacts that have been visible from COVID-19 has been the learning loss due to the closure in the Spring of 2020. Data has not shown any significant difference among diverse populations, however students with learning disabilities most likely will take more time to make up the same loss as student without. Reading is a concern with all grades and math primarily in the 4-9 grades. The degree of learning loss is still unknown, primarily due to the number of students who enrolled in for profit virtual schools or opted for home schooling during the 2020-2021 school year. Our enrollment decreased by 10%, leaving as substantial number of students who we do not have data on that most likely will return. The cost for mitigating the spread of COVID-19 and assisting students with learning loss has been more substantial than originally anticipated. This has put a more significant strain on usual operating funds making things more difficult.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Funds will be used to provide enhanced engagement opportunities through educational technology and integration. Funds will also be used to provide staffing to provide evidence based interventions in both math and reading. One on one differentiated instruction will be provided by Masters level educators in the areas of math and reading. Emints comprehensive program will be implemented in grades 7-8 to improve learning.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

All funds will be spent to address the academic impact of lost instructional time. We feel this is the largest issue that we need to overcome.

**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.**

Atchison County Community School USD 377 will ensure that the interventions we develop and implement fully and directly address the academic impact of lost instructional time caused by the COVID-19 pandemic. This includes the academic, social, emotional, and mental health needs of all students, including students disproportionately, such as students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. To provide this important support for our students, we will hire a Math Interventionist and Aide for grades 4-9. Evidence from local assessment shows that this group, in particular, needs significant support, and these positions will be able to identify, plan, and deliver tailored and targeted instruction for our students needing this support. Additionally, we will hire a Reading Interventionist with the same core purpose as the Math Interventionist, and this person will serve students in grades 7-12. In both cases, we have used, and will continue to use, local and State data to identify students who need these supports, and we considered all demographic data to ensure that disproportionality is addressed. We will also hire a Social Worker to facilitate supports for students and their families by identifying and addressing the social and emotional needs presented by students and families due to the COVID-19 pandemic. This will include both proactive and reactive responses to provide this support. Lastly, we will purchase additional technology to ensure that students can learn effectively from afar if circumstances warrant having some or many students learn in a different environment due to the ongoing pandemic and the possibility of future quarantining.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$625,236	\$0	\$625,236	ESSER III Allocations	\$125,048
Approved Total	\$235,236	\$0	\$235,236	Approved Total	\$120,000
Amount Left	\$390,000	\$0	\$390,000	Amount Still Needed	\$5,048
In Review Total	\$390,000	\$0	\$390,000	In Review Total	\$325,000
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
377-3-0006	Direct	True	1000	111	12	\$175,000	Task Force Review
377-3-0007	Direct	True	1000	111	12	\$150,000	Task Force Review
377-3-0008	Direct	False	1000	150	16	\$65,000	Task Force Review
377-3-0003	Direct	True	1000	121	12	\$120,000	Approved
377-3-0004	Direct	False	2120	121	10	\$60,000	Approved
377-3-0005	Direct	False	1000	300	9	\$55,236	Approved

## Line Item Details

Line Item ID: 377-3-0006

### 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

### Account Number

29

### Function Code

1000 - Instruction

### Object Code

111 - Full-Time Certified Salaries

### Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

### **Please describe the expenditures within the account and how they will address a COVID-19 need**

Change -- Provide a full time math interventionist to assist students in overcoming learning loss.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$35,000

**Budgeted Expenditures in SFY 2023** \$70,000

**Budgeted Expenditures in SFY 2024** \$70,000

**Total Expenditures** \$175,000

### Status

Task Force Review

### **Line Item Comment from KSDE**

Change Request: Previously approved for a total of \$210,000 between SFY 22, 23, and 24

Line Item ID: 377-3-0007



**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

**Account Number**

29

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

CHANGE - Provide a full time reading interventionist to assist students in overcoming learning loss

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$30,000**Budgeted Expenditures in SFY 2023** \$60,000**Budgeted Expenditures in SFY 2024** \$60,000**Total Expenditures** \$150,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for a total of \$180,000 between SFY 22, 23, and 24

Line Item ID: 377-3-0008

**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

**Account Number**

29

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW - USD 377 is requesting funds for providing premium pay , or additional compensation, for all district personnel. The total amount will be paid in two segments, December and May. The additional pay is reasonable and necessary given the following increased job-related duties as set forth in our Safe Return to Schools guidelines approved by the Board of Education and local negotiations. This is in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$35,000**Budgeted Expenditures in SFY 2024** \$30,000**Total Expenditures** \$65,000**Status**

Task Force Review

Line Item ID: 377-3-0003

**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

**Account Number**

29

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide Academic Aides to assist with learning loss

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$40,000
<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
<b>Budgeted Expenditures in SFY 2024</b>	\$40,000
<b>Total Expenditures</b>	\$120,000

**Status**

Approved

**Line Item Comment from KSDE**

Common app indicates 2 aides (1 math, 1 reading)

Line Item ID: 377-3-0004

**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

**Account Number**

29

**Function Code**

2120 - Guidance Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide a Full time social worker to support students from the effects of the COVID-19 Pandemic

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,000
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	\$60,000

**Status**

Approved

Line Item ID: 377-3-0005

**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

**Account Number**

29

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**9 - Purchasing educational technology  
(including hardware, software, and  
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase items to increase engagement through enhanced educational technology

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$35,236**Budgeted Expenditures in SFY 2023** \$20,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$55,236**Status**

Approved

**Line Item Comment from KSDE**

Call w/Supt on 1/20/22 - This cost is for replacing interactive boards in the elementary school to facilitate remote learning due to illness or quarantine. 12 classrooms @approx \$3,000 ea

# ESSER III APPLICATION FOR D0388

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Ellis	1011 Washington, Ellis, KS 67637	PO Box 256, Ellis, KS 676370256
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Janice Wilson	jwilson@usd388.com	(785) 726-4281

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Corey Burton	Superintendent	cburton@usd388.com	(785) 726-4281
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Connie Waldschmidt		cwaldschmidt@usd388.com	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1562357/USD388MitigationLevels21-22.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1562357/USD388MitigationLevels21-22.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

USD 388 worked closely with the Ellis County Health Department and HaysMed to facilitate the Ellis County School Covid Advisory Council which includes USD 388 as well as all other public and private schools in Ellis County to safely operate in-person learning for this year and for the following years. This council meets on a weekly basis to review current case numbers and discuss appropriate mitigation strategies. Our goal was to remain open to allow us to provide quality instruction while keeping the learning environment safe for all stakeholders. The use of our funds will be reviewed by our local BOE, Site Base Councils, and KSDE to ensure that our expenditures align with best practices, help address learning losses, and promote safety. The funds will be utilized in a variety of areas: staff, technology, curriculum, sanitation, and physical plant needs.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## Students

A survey was sent to all 7-12 students to gain insight on what they felt should be considered for ESSER fund use. We had good participation with 55.5% of the students responding to the survey. The top areas indicated from the students were:

- Offering additional extracurricular activities (59%)
- Providing additional student technology (55%)
- Facility Upgrades that support student health needs (33%)
- Additional instructional materials and resources (25%)

These results were compiled and shared with the STUCO leadership via the high school principal at a scheduled meeting. During the meeting it was further explained what ESSER funds are allowed to be utilized for and how student input is important in the process. The students provided additional feedback and had some great ideas that were shared.

Our plan include purchasing new laptops and ipads using (ECF) Emergency Connectivity Funds. We have remodeled our high school bathrooms to included touch free fixtures using Cares Funds. We will be using ESSER II and III funds to purchase new 7-12 math curriculum. Last year, we used ESSER II funds to purchase new K-6 math curriculum. We will be using ESSER III funds to purchase Edgenuity licenses for our 7-12 summer school program. IXL will be purchased at the grade school to address learning loss in the area of math and MathXL will be purchased at the Jr/Sr high school. The district will look to apply ESSER III dollars toward an HVAC upgrade at the grade school to provide a safer learning environment; currently there is no make-up air entering the building. Air purifiers were purchased for each classroom this year using the Kansas K-12 Stay Positive Test Negative grant. This grant was also used to fund a nurse's aide to ensure we had health room coverage in both buildings. Additional library materials will be ordered to help students' learning loss in the area of reading. The district will be using ESSER III funds to purchase and train staff in the use of Fastbridge. Fastbridge will be used to monitor student learning and assess social emotional needs. Curriculum from Second Step was purchased for our K-8 students and School Connect was purchased for 9-12 to address students social and emotional needs.

## Families

The ESSER III Funding Survey was sent to all USD 388 Pre-K-12 parents/guardians via our Apptegy communication program. The survey was able to be taken online using a laptop, phone, or other online device. We had 74 parents/guardians responding to the survey. The top ESSER areas indicated by our parents/guardians on the survey were:

- Additional instructional materials and resources (55%)
- Additional personnel and staff support for academic intervention (53%)
- After school tutoring programs (45%)
- Facility upgrades that support student health needs (41%)

These survey results were shared and discussed by the building principals at their April Site Base Council meetings. These councils are made up of parents, business representatives, community leaders, staff members, and students. Good discussion occurred and other ideas were developed.

These survey results were also shared with the board of education at their regularly scheduled May board meeting. The board and administrative staff discussed the best ways to spend our ESSER dollars.

In addition to purchases outlined under student responses, the district has committed ESSER II and III dollars to maintain small class sizes at the grade school in the early elementary years. We will also be using ESSER III dollars for incentive pay for staff. The last few years have been challenging and it is important that we maintain our high-quality staff. We will be using ESSER III funds for our 7-12 summer school program and our afterschool tutoring program during the 22-23 school year.

## School and District Administrators including Special Education Administration

We are a small Western Kansas school district. We have one superintendent and two building principals. We are part of the West Central Kansas Special Education Cooperative which has a director. We have weekly meetings to discuss a variety of topics. This past year we have had numerous meetings where we discuss our ESSER II & III plan. The building principals have been very instrumental in identifying the needs within their buildings and we are in solidarity with our plan. Our special education director has been an active voice for those students who have special education needs. The top priorities discussed by the administrative team this year have been:

- Facility upgrades that support student health needs
- Expanded social and emotional learning and mental health services
- Summer learning programs
- Additional personnel and staff support for academic intervention
- Additional instructional materials and resources

In addition to what was outlined above, the district will be using ESSER III funds to support student social emotional needs by providing another year of Trauma Informed Training for all staff.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The Ellis School District operates with weekly Professional Learning Communities. We used this time for building administrators to meet with teachers and school staff regarding our ESSER III plan. The district also uses a district level Curriculum Coordinating Council to manage curriculum decisions, facilitate the KESA process, and plan in-service activities. The superintendent was able to lead a discussion over ESSER III uses and facilitate a discussion on how best to use our funds with this group. These PLC and CCC meetings lead to productive conversation and a chance to develop a solid plan for investing our ESSER dollars. Staff were also given a survey to help get data in regards to their input. We had 27 staff members respond to our online survey. The staff survey results indicated:

- Additional behavioral support and interventions (74%)
- Additional personnel and staff support for academic intervention (52%)
- Facility upgrades that support student health needs (52%)
- After school tutoring programs (44%)
- Summer learning programs (44%)

### **Tribes**

USD 388 has no tribal lands within 50 miles of our district to reach out to. We ran a report from our student information system to see if any of our students/families identify themselves as Native American. We currently have zero students who identify as Native American. Due to these constraints, we were unable to gather data in this area.

### **Civil Rights Organization including Disability Rights Organizations**

The superintendent called the following local civil rights organizations with the request of providing us suggestions on how we could best meet our students needs via an online survey:

- Developmental Services of Northwest Kansas
- Living Independently in Northwest Kansas
- Western Kansas Association of the Concerns of the Disabled

These groups agreed to help with this by completing our survey. The results for this group are as follows:

- Additional behavioral support and interventions (100%)
- After school tutoring programs (75%)
- Additional instructional materials and resources (50%)
- Providing additional technology for student use (50%)
- Expanded social and emotional learning and mental health services (50%)
- Offering additional extra-curricular activities (50%)
- Summer learning programs (50%)

Please refer to activities listed above.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

USD 388 has a very small population of students in each of these categories with the exception of children with disabilities. As outlined above we have had multiple meetings discussing ESSER uses with our special education director and other special education teaching staff through our PLC meetings. These individuals have served as advocates for these students within these conversations. In our survey that was sent to all parents/guardians, we asked them to indicate if they associated their children within one of these groups. We had seven parents return surveys with five marking they had a student with disabilities and two marking they had a student within the foster care system. They provided us the following suggestions:

- Additional personnel and staff support for academic interventions (86%)
- Additional behavioral support and interventions (57%)
- After school tutoring programs (57%)
- Facility upgrades that support student health needs (43%)
- Additional instructional materials and resources (43%)

Please refer to activities listed above.

### **Provide the public the opportunity to provide input and take such input into account**

Our survey was sent out to all parents of students in our Pre-K-12 grade programs, all 7-12 students, all staff members, multiple community organizations, and all board members. In total 206 surveys were completed.

Within these survey results the following students were represented:

- Pre-K Early Childhood (5 responses)
- Elementary Students (40 responses)
- Junior High Students (59 responses)
- High School Students (113 responses)
- Not Applicable (33 responses)

In looking at overall results within our survey, the following top 5 activities were outlined:

- Providing additional technology for student use (45.6%)
- Offering additional extra-curricular activities (41.7%)
- Additional instructional materials and resources (38.3%)
- Facility upgrades that support student health needs (37.9%)
- After school tutoring programs (32.5%)

All this information has been shared with our school board in open meeting. This information is available online through our BoardDocs program and all board discussions are recorded and posted to our USD 388 YouTube Channel.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

Some impacts of COVID-19 are easy to measure while other impacts, such as the emotional piece, are more difficult to track. For USD 388, the student attendance rate fell in the 20-21 school year. The number of students with chronic absenteeism was 10.5% (approximately 35 kids). This means they were absent from both in person and/or remote learning. In a district with a FTE of 350, this number was exceedingly high. Learning and instruction are both impacted when absenteeism numbers are this high. Our chronic absenteeism rate in 19-20 was 8.8% and 7.0% in the 18-19 school year.

There was also significant learning loss with our students since COVID-19 started in March of 2020. State assessment results for the past few years have shown an increase in the percent of students at level 1 with the biggest loss in the area of math. Our overall district math scores for students scoring at level 1 has gone from 19.32% in 18-19 to 22.34% in 20-21. In the area of Students with Disabilities this change is even more drastic. Students with Disabilities scoring at level 1 has gone from 42.85% in 18-19 to 61.53% in 20-21. Students with Disabilities also showed an increase in the number of students scoring at level 1 over these years in both ELA and Science.

We have also seen a drastic increase in the number of students who are failing classes, specifically at the junior and senior high school level over the past three years. Our number of students who failed a course or courses has grown from 4 or 5 per year, to well over a dozen. This had led us to the point where we have implemented a more structured 7-12 summer school program to help these students to gain missed skills and stay on track to graduate with their peers.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Ellis Jr/Sr high school will again be implementing a four-week summer school program for all students who have fallen behind academically. ESSER III funds will be used to purchase the curriculum and staff for this program. Our junior high students will focus on skill deficits and our high school students will focus on credit recovery. During the 22-23 school year, we will run an after-school program that will provide student tutoring and structured learning time for students who have fallen behind.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We will continue to utilize the activities listed above and continue to implement new strategies as needed. As new programs are implemented, the district will add to and revise their request for funds. The district will be taking a closer look on how to implement ESSER III funds to improve the fresh air make up at the grade school building.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

USD 388 will monitor student learning through the use of Fastbridge, state assessments, ACT, student success data, graduation rate, and local assessments. Fastbridge will also be utilized to monitor students' social emotional health and Second Step and School Connect will be used to provide social emotional support and education. The district will maintain two full time counselors, one in each attendance center. The district will continue to work with High Plains Mental Health to address the needs of our most needed students.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$419,903	\$0	\$419,903	ESSER III Allocations	\$83,981
Approved Total	\$316,090	\$0	\$316,090	Approved Total	\$27,770
Amount Left	\$103,813	\$0	\$103,813	Amount Still Needed	\$56,211
In Review Total	\$58,800	\$0	\$58,800	In Review Total	\$58,800
Amount Left	\$45,013	\$0	\$45,013	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
388-3-0036	Direct	True	2000	110	12	\$50,000	Task Force Review
388-3-0037	Direct	True	1000	444	12	\$8,800	Task Force Review
388-3-0015	Direct	False	1000	110	16	\$63,000	Approved
388-3-0016	Direct	True	1000	110	11A	\$3,000	Approved
388-3-0017	Direct	True	1000	444	11A	\$2,020	Approved
388-3-0018	Direct	True	1000	444	12	\$1,400	Approved
388-3-0019	Direct	False	1000	330	12	\$3,250	Approved
388-3-0020	Direct	False	1000	110	12	\$1,100	Approved
388-3-0021	Direct	False	1000	330	3	\$2,100	Approved
388-3-0023	Direct	False	1000	641	12	\$3,160	Approved
388-3-0024	Direct	False	1000	330	12	\$2,925	Approved
388-3-0025	Direct	True	1000	330	12	\$3,000	Approved
388-3-0026	Direct	True	1000	330	12	\$14,850	Approved
388-3-0028	Direct	True	1000	150	11B	\$3,500	Approved
388-3-0029	Direct	False	1000	323	3	\$3,000	Approved
388-3-0030	Direct	False	1000	444	9	\$3,861	Approved
388-3-0032	Direct	False	2100	323	10	\$5,000	Approved
388-3-0033	Direct	False	2213	110	12	\$18,424	Approved
388-3-0034	Direct	False	1000	100	16	\$134,500	Approved
388-3-0035	Direct	False	1000	644	12	\$48,000	Approved

## Line Item Details

Line Item ID: 388-3-0036

**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**

07

**Function Code**

2000 - Support Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

CHANGE: To hire literacy and instructional coaching for all staff in the areas of the core curriculum to address learning loss of students most impacted by COVID 19 which includes tier 2 and 3 students. students with disabilities, children experiencing homelessness and children in foster care.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
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<b>Total Expenditures</b>	\$50,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Change: Previously approved for \$100,000 SFY 2024.

Line Item ID: 388-3-0037

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

444 - Software Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW: We will purchase Lexia as a tool to measure and address academic learning and social-emotional needs of students created by the COVID pandemic. This will assist us in supporting our students from low-income families and children with disabilities. This is a prorated purchase for two years. 1st year being paid by Fall of 2023 and 2nd year by Summer of 2024

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,400
<b>Budgeted Expenditures in SFY 2024</b>	\$4,400
<b>Total Expenditures</b>	<u>\$8,800</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 388-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Finding and keeping quality staff is becoming more and more difficult. The stress of the pandemic has escalated this. To help ensure we keep quality staff incentive pay will be used next year. Each full-time employee will receive \$1000.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$63,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$63,000</u>

**Status**

Approved

Line Item ID: 388-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be holding summer school for students 7-12 who have fallen behind academically. These students are all at-risk students and will focus on students from low-income families and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$3,000</u>
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**Status**

Approved

Line Item ID: 388-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

444 - Software Services

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We utilize Edgenuity for our 7-12 summer school program. These students are all at-risk students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$2,020
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$2,020</u>
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**Status**

Approved

Line Item ID: 388-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

444 - Software Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will purchase FastBridge as a tool to measure and address academic learning and social-emotional needs of students created by the COVID pandemic. This will assist us in supporting our students from low-income families and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,400
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,400</u>

**Status**

Approved

Line Item ID: 388-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are bringing in an Fastbridge trainer for our teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,250
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,250</u>

**Status**

Approved

Line Item ID: 388-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Teachers will be paid for off duty curriculum work to receive their Fastbridge training.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,100**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,100**Status**

Approved

Line Item ID: 388-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be receiving an additional round of Trauma Informed Training for all staff. This will assist us in meeting the academic and social emotional needs of our students.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,100**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,100**Status**

Approved

Line Item ID: 388-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

641 - Books

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing additional library books to enhance our reading selection. This will give our students who have fallen behind in reading more reading selections to choose from.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,160
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,160</u>

**Status**

Approved

Line Item ID: 388-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will continue to use Xello in student IPS development. We will utilize Method Test Prep to help student prepare for the ACT. Our ACT composite score fell from 20.8 in 2019 to 19.8 in 2020.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,925
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,925</u>

**Status**

Approved

Line Item ID: 388-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**330 - Professional Employee Training  
and Development Services**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a subscription to IXL to assist our K-6 grade students who have fallen behind in Math with special attention give to students from low-income families and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Approved

Line Item ID: 388-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**330 - Professional Employee Training  
and Development Services**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a subscription to Math XL to assist our 7-12 students who have fallen behind in Math with special attention give to students from low-income families and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,850
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,850</u>

**Status**

Approved

Line Item ID: 388-3-0028



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be running an after-school program for those students who fall behind academically. Their will be tutors available at this time. We will focus this attention on students from low-income families and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$3,500</u>
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**Status**

Approved

Line Item ID: 388-3-0029

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

323 - Student Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We would like to implement a school store to reward students for making improvements and being successful. Students can earn Railer Bucks by doing well academically, demonstrating positive behavior, etc. We will survey students to see what items they would be most interested in purchasing.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$3,000</u>
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**Status**

Approved

Line Item ID: 388-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

444 - Software Services

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing Schoology again as our high school online learning software. When we first went remote, we found that students and parents were confused because each teacher was using their own different program. We researched learning platforms and selected Schoology as our platform. All 7-12 teachers are now using this platform to assist students in their learning and allow students who are quarantined at home to continue with instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,861
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,861</u>

**Status**

Approved

Line Item ID: 388-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

2100 - Support Services (Students)

**Object Code**

323 - Student Services

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Since COVID and the stay at home order from two years ago, we are seeing more and more students who lack drive and ambition with schoolwork and are needing credit recover to graduate. These funds will be used to provide motivational and mental health services to accommodate the stresses and mental challenges caused by COVID 19 and impacted student learning. Topics will include bullying, suicide awareness, and stress management.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

Line Item ID: 388-3-0033

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To mitigate learning loss among students due to the COVID-19 Pandemic, our staff have requested and we plan to provide extensive professional development, consultation, and support services to support our administrators, teachers, and paraeducators in the following areas: curriculum development, revision, implementation, and evaluation; instructional planning practices; and assessment development and implementation to include local and State assessments. To provide this professional development and support in a collaborative and cost effective manner, our district will use ESSER III funds to purchase registrations for professional learning opportunities in these areas. To include teacher leaders, literacy leader and math leader cadre.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,212
<b>Budgeted Expenditures in SFY 2024</b>	\$9,212
<b>Total Expenditures</b>	<u>\$18,424</u>

**Status**

Approved

Line Item ID: 388-3-0034

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW Finding and keeping quality staff is becoming more and more difficult. The stress of the pandemic has escalated this. To help ensure we keep quality staff incentive pay will be used next year. Each fulltime employee will receive \$1000 two times to be paid out in November 2023 and again in March 2024. We have 37 certified staff, 25 classified staff. The cost would include the incentive and taxes. Total is \$134,500.00

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$134,500
<b>Total Expenditures</b>	\$134,500

**Status**

Approved

Line Item ID: 388-3-0035

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

EsserIII

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW We are purchasing a new K-6 reading curriculum to help us address learning loss that occurred over the past several years. The current curriculum is outdated and doesn't address the standards or follows the Science or Reading that is desperately needed to help move students to a proficient level. Our State assessment scores have decreased or remained stagnant in the past 3 years. Open Court Reading is research-validated as well as research-based. A carefully crafted instructional plan and a purposeful progression of skills empower teachers and help make research actionable. By recognizing foundational skills as critical building blocks, Open Court Reading prepares students for a lifetime of literacy and learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$48,000
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<b>Total Expenditures</b>	\$48,000
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**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

# ESSER III APPLICATION FOR D0396

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Douglass Public Schools	921 E. First, Douglass, KS 67039	921 E. First, Douglass, KS 67039
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Robert Reynolds	rreynolds@usd396.net	(316) 747-3300

## 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>
Robert D Reynolds	Supt	rreynolds@usd396.net	(316) 650-3283
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Lachelle Prather		lprather@usd396.net	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://files.gabbart.com/497/covid\\_reopening\\_plan\\_2021-2022\\_douglass\\_usd\\_396\\_.pdf](https://files.gabbart.com/497/covid_reopening_plan_2021-2022_douglass_usd_396_.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

From the beginning of the pandemic the Douglass school district has focused on creating a common sense plan to help mitigate the effects of the COVID pandemic. Our plan was established to take the health and safety of our students and staff seriously and throughout the COVID pandemic we have focused on common sense protocols to keep our stakeholders safe. We based our decisions on guidance from the Kansas State Department of Education, Kansas Department of Health and Environment, Butler County Health Department and the CDC. Our local decisions have been approved by the Douglass Board of Education. Local COVID data is collected and adjustments are made as needed.

As we focused on maintaining in-person instruction and have utilized ESSER Funds for the purchase of PPE, cleaning materials and equipment, technology, connectivity and personnel to reduce class size. These expenditures will continue to be utilized through the life of these funds.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## Students

In an effort to gather stakeholder input the district utilized the KSDE ESSER III toolkit. We found the samples helpful as we strived to gather information from all of the groups. We deployed the student survey in Grades 5-12 and received 48% response. In addition to the surveys we also took advantage of the opportunity to have small group focus discussions with our student leadership groups. These groups included STUCO, SALT (Student Athletic Leadership Team), Principals Advisory and also elementary guidance discussions. Not only did we have discussions during the ESSER III planning process we also have utilized these groups for feedback during the entire COVID planning process. We also pulled our KESA student perception surveys as well.

## Families

Douglass Schools has multiple avenues in place to communicate with families, There are weekly notifications that go out to every family in the district via email. We send phone notifications out on a regular basis and we send out a monthly news letter to provide updates to every taxpayer in the district. We are very proud of our parent/teacher conference attendance rates. We have 100% in the high school grades 11 and 12 as they are required. Through the COVID pandemic we utilized all of these forms of communication to reach families.

In addition during the planning for the ESSER III application we deployed the parent survey from the ESSER III toolkit with a few adjustments. We were a little disappointed with the participation of 35%. We also utilized our KESA perception survey as we reviewed our ESSER III plan. The use of our district and building site councils, PTO, Booster Club, Community Foundation meetings and superintendent coffee's we were able to engage our families and greater community.

## School and District Administrators including Special Education Administration

The Douglass administrative team has the luxury of meeting monthly with our Assistant director of special education included in our monthly meetings. The Superintendent also meets monthly with the Interlocal administration county wide. Through these meetings we addressed the entire COVID situation to ensure that our special education populations were having their needs met even when we were not able to be in-person. The special education staff is included on all of our faculty meetings and also attends all of our Friday late starts weekly they are a part of our staff.

## Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Throughout the pandemic we utilized our existing avenues of communication to provide transparency, and two way communication to include all school groups. Our COVID committee consisted of a cross section of teachers, administration, counselors, classified staff, paras, parents and community members. Our Douglass Education Association also provided members to our committee. Our plan was vetted through our committee and ultimately approved by the Douglass Board of Education.

Deployment of the ESSER III survey resulted in 65% of all employees responding. The survey responses confirmed the direction of our plan. Responses included the following data on ESSER III uses: Expanded Social Emotional Support 51.5%, Additional Academic Support 48.7%, Additional Behavioral Support 40.6%, Expanded Summer learning opportunities 30.7%, Facility Upgrades to support health needs 26.7%. In addition staff responded with an additional request of Premium Pay.

## Tribes

We utilized the letter/email listed below to reach out to the area tribes formally. I also reached out to individuals who are identified as Native American in our student data base as well as individuals in our community. The plan was shared with these individuals and we received limited responses. The best dialogue actually came from a morning coffee group that included three community members who are actually certified members of the Cherokee tribe and also one that is a member of the Miami tribe. The plan was discussed as well as the reasons why the resources were needed. Feedback included focus on helping students with learning issues and support for social emotional issues.

(Letter/email)

Good morning,

My name is Rob Reynolds, and I am the superintendent of schools in Douglass, KS. I am sending this email to explain a process that we are currently going through that involves an application for federal COVID grant money that all school

districts in Kansas are currently going through. Schools have received grant money from the federal government due to COVID and its effect on our students and their safety. In addition to the obvious primary health and safety issues associated with COVID, we are also very concerned about learning loss and social emotional issues that stem from the effects of this pandemic. As a part of the grant, we are required to contact several organizations and explain to them how we intend to spend the money and what students will benefit from these expenditures. We have to prove to the review group that we did share the information. The state recognizes a list of several organizations to choose from, and we as a district feel that your organization would be a great resource to contact and share our information. If you could simply look at our plan below and provide any feedback, we would greatly appreciate it, and we will use your feedback to help build our final plan.

We are a small rural school district, which allows us to make more one-on-one connections with students. We look at their individual data and take that information to help our students grow and stay on track to move to the next grade level. Our focus is to use the grant funds to provide support for our students to overcome learning loss and to cope with Social Emotional issues. By targeting most of the funds on these two areas, we believe that our kids will receive the most benefit.

Learning Loss and Student Learning:

- We have hired extra staff at the elementary level to allow a better teacher-to-student ratio to help students with learning loss due to COVID. Our data indicated that our lower elementary grades suffered the largest learning loss over the past two years, so the decision was made to add personnel to help these students get back on track. All students will benefit from this addition of staff.
- We will purchase more curricular tools to help better diagnose learning loss and to address those needs.
- We will have an extended school year this summer. This will provide more time for instruction for our students which will aid them in staying on grade-level track. The expenses for this will include teacher pay as well as added curriculum and activities. All students will be allowed to be a part of this program.

Purchase and upgrade of technology:

- We will purchase additional technology to aid with remote learning when necessary, and it also allows us to use tablets and computers to help with learning recovery at various levels as needed by our students. New software also helps with remedial learning as well as advanced learning for those students who have surpassed grade level.

Student Health and Safety:

- We have Implemented health strategies, protocols and safety measures to keep schools open and keep students safe. We have temperature stations that are used as needed for students and staff as they enter the building. We have health protocols through our nurse to help better diagnose when students are ill and need to be sent home, quarantined, etc...
- Facility repairs and improvements to reduce virus transmission and exposure to environmental health hazards. This includes better ventilation and indoor air quality in the school buildings.

Social Emotional Strategies:

- We are providing more mental health support for students and staff, including the addition of a program to help improve tracking and mental health issues and finding solutions for staff and students.
- We are hiring two additional school counselors to assist with individual and group counseling. They will also help us review student data and help coordinate Social Emotional strategies and support staff.

\*All students will benefit from these changes. All students will be able to participate in these programs. No discrimination will take place based on race/national origin, disability, learning level, sex, age, etc... All students will be included. All staff will be included in the areas that these changes pertain to as well.

Thank you for reviewing these items. If you have comments on how we might improve, I would welcome those and they will be taken into consideration.

Respectfully,  
Rob Reynolds  
District Superintendent, USD 396

### **Civil Rights Organization including Disability Rights Organizations**

We sent a letter/email (included below) to reach out to several groups including the ACLU of Kansas We have not received any response.



Letter/Email

Good morning,

My name is Rob Reynolds, and I am the superintendent of schools in Douglass, KS. I am sending this email to explain a process that we are currently going through that involves an application for federal COVID grant money that all school districts in Kansas are currently going through. Schools have received grant money from the federal government due to COVID and its effect on our students and their safety. In addition to the obvious primary health and safety issues associated with COVID, we are also very concerned about learning loss and social emotional issues that stem from the effects of this pandemic. As a part of the grant, we are required to contact several organizations and explain to them how we intend to spend the money and what students will benefit from these expenditures. We have to prove to the review group that we did share the information. The state recognizes a list of several organizations to choose from, and we as a district feel that your organization would be a great resource to contact and share our information. If you could simply look at our plan below and provide any feedback, we would greatly appreciate it, and we will use your feedback to help build our final plan.

We are a small rural school district, which allows us to make more one-on-one connections with students. We look at their individual data and take that information to help our students grow and stay on track to move to the next grade level. Our focus is to use the grant funds to provide support for our students to overcome learning loss and to cope with Social Emotional issues. By targeting most of the funds on these two areas, we believe that our kids will receive the most benefit.

Learning Loss and Student Learning:

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- Facility repairs and improvements to reduce virus transmission and exposure to environmental health hazards. This includes better ventilation and indoor air quality in the school buildings.

Social Emotional Strategies:

- We are providing more mental health support for students and staff, including the addition of a program to help improve tracking and mental health issues and finding solutions for staff and students.
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Thank you for reviewing these items. If you have comments on how we might improve, I would welcome those and they will be taken into consideration.

Respectfully,

Rob Reynolds

District Superintendent, USD 396

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We utilized a letter/email (listed below) to gain input about our proposed plan. We did not have much response. We did have the following positive reply from Families together, "This truly looks like a very solid plan and will enhance learning of so many students who were affected by the pandemic. I am glad to see it includes ALL students. I anticipate that there is also consideration taken into account for those students who require accommodations to access these services such as hearing impaired, visually impaired, mobility etc. Thank you for supporting all students to have success in everything they do." In addition we also reached out to a consistent Foster Family in the district and shared our plan and also alerted them to our resources that includes access to our additional Social workers, summer programs and our interventionist. They were thankful for reaching out and letting them know about the resources. The ELL coordinator also reached out to the two families of students who are on consult for ELL services and shared our plan and also the resources available through our ESSER III grant to support their students. We currently do not have any Homeless students or incarcerated youth. We are not aware of any other underserved student groups.

Good morning,

My name is Rob Reynolds, and I am the superintendent of schools in Douglass, KS. I am sending this email to explain a process that we are currently going through that involves an application for federal COVID grant money that all school districts in Kansas are currently going through. Schools have received grant money from the federal government due to COVID and its effect on our students and their safety. In addition to the obvious primary health and safety issues associated with COVID, we are also very concerned about learning loss and social emotional issues that stem from the effects of this pandemic. As a part of the grant, we are required to contact several organizations and explain to them how we intend to spend the money and what students will benefit from these expenditures. We have to prove to the review group that we did share the information. The state recognizes a list of several organizations to choose from, and we as a district feel that your organization would be a great resource to contact and share our information. If you could simply look at our plan below and provide any feedback, we would greatly appreciate it, and we will use your feedback to help build our final plan.

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Thank you for reviewing these items. If you have comments on how we might improve, I would welcome those and they will be taken into consideration.

Respectfully,  
Rob Reynolds  
District Superintendent, USD 396

### **Provide the public the opportunity to provide input and take such input into account**

In the early stages of developing our COVID plan and during the entire pandemic the Douglass school district used numerous surveys to garner input from the school and community. In addition we used a variety of communication avenues including but not limited to; district newsletter, School Messenger notification system which allows us to send calls, emails and survey links, site council meetings, community forums and board of education meetings. All of these forms of communication are still in place and allow the district to give information and receive feedback on a regular basis for all issues effecting the school district.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

One of the biggest impacts at the elementary school has been on reading progress at the primary grades. The grade level most affected seems to have been the class that was in kindergarten during the spring of 2020 when we shut down school for the last quarter of the year. Our AIMSweb Plus data indicates that a full two thirds of the class was at least three months behind for all of first grade. Not until the end of their second grade year, did we begin to see these students improving their reading decoding and fluency skills. As they enter their third grade year, we will be continuing to provide additional support to help close the gap. Other grade levels, especially primary students, showed a similar gap, but none as prevalent as the 2020 kindergarten cohort.

Another way in which elementary students in grades PK-5 have been affected is their social emotional health. The number of students and parents requesting support services from the elementary school counselor has doubled. Students have been less able to cope with their emotions and more anxious about social situations. The social emotional health of students has affected their ability to stay in class and get the most out of their educational program.

While consistent attendance has never been an issue at Seal Elementary, it has been during COVID. The past attendance rate for our school was consistently between 97 and 98% - until COVID. In the past year the overall attendance rate has dipped down closer to 90%, which is low for our school. Attendance has affected academic growth and overall grades for those not attending regularly.

At the secondary level, we have seen a significant negative impact resulting from factors related to COVID-19. The two primary areas of concern have been student loss of learning(especially with our low SES and higher risk population) and the social emotional health of students and families. Even upon returning to an onsite learning model, the fallout has continued as students have struggled with consistency in attending school, which has compounded the learning loss. Additionally, we have seen a dramatic rise in the number of our middle and high school students needing support from our counselors due to an increase in stress and anxiety, as well as students feeling like they are bearing a portion of the burden with difficulties in their homes as their parents have lost income or suffered in other ways as a result of the COVID Pandemic.

As a result of a comprehensive analysis of achievement data, it became evident that we needed an effective way to offer additional academic support to those students who were struggling to stay on grade level academically. Our strategy was to employ a secondary level interventionist and a vast array of resources to be used to address academic deficiencies for the students who have experienced the greatest learning loss. We felt it was critical to hire an experienced certified teacher with a strong background in reading and math intervention. This came with the significant cost of paying an additional salary and benefits as well as all the associated research based curriculum, resources, technology, and training required to implement an effective intervention program. We are already seeing positive results with students.

The other decision we made based on the increased concerns with social emotional health of students and families was to employ an additional full time social worker/counselor. We depend on our secondary level counselors not only for working with students SE needs one on one and in small groups, but also to provide SE instruction as well as structuring and implementing our assessment program, providing comprehensive post secondary preparation for students, and connecting with families who may be struggling. Our two counselors have worked tirelessly in all these areas, but the increased demand has made it truly impossible for them to provide the services and support necessary. Hiring two additional full time social worker/counselors district wide will alleviate some of the caseload for our current counselors, and it has allowed us to have a designated, qualified professional to serve as a liaison and support specialist with families. As with the interventionist, this has placed the burden on the district of paying an additional salary with benefits as well as creating an effective working space with appropriate resources. Our counseling department has created a full scale plan to prioritize the needs of students and families and support them in ways that will foster success.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

As the district reviewed Section 2001(e)(1) of the ARP Act, we found that it requires an LEA to reserve not less than 20 percent of its ESSER III allocation to address the academic impact of lost instructional time through the implementation of evidence-based interventions. Allowable uses of this portion of funds are:

\*Summer learning or summer enrichment

\*Extended day

\*Comprehensive afterschool programs

\*Extended school year programs

\*Evidence-based high dosage tutoring

\*Full-Service Community Schools

\*Mental health services and supports

\*Adoption or integration of social emotional learning into the core curriculum/school day

The Douglass School District utilized funds to target learning loss and lost instructional time by implementing a summer jump start program for students in grades K-5 and credit recovery in secondary grades. In addition the district continues to supplement its extended day programs with ESSER funds. Other uses such as the additional social worker/counselor position and the additional instructional interventionists will also meet multiple tiers as prescribed in Sec. 8101 (21) of ESEA.

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Based on the acceptable uses outlined in the section 2001(e) (2) of the ARP act the Douglass school district has planned for additional ESSER Funds to support the improvement of indoor air quality, implementation and monitoring of public health protocols required for the operation of school facilities, providing mental health social emotional services and supports to students and families, and supporting additional teacher duties and retention of staff. The district is thankful for the opportunity to receive these funds and will continue to evaluate its plan to ensure that the funds are being used to support the health, safety and learning of the students of the district. By addressing all of the identified challenges that are a product of this pandemic we feel that the flexibility of our plan and availability of the remaining funds will help the district ensure that it is evaluating and addressing the learning, health and emotional needs of our students.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Douglass Schools will be adding two social worker/counselor positions to support students with social and emotional difficulties that interfere with the classroom learning environment and individual student's academic progress. We currently have one school social worker/counselor in each building whose main duties are to support students, facilitate the Student Intervention Team, plan and facilitate PBIS activities, coordinate standardized testing, and teach Social Emotional Learning lessons. Our school social worker/counselors do a great job meeting the broad goals of their positions. However, it is more difficult to meet the demand for supporting individual students and small groups of students who need consistent counseling.

Since the rise of the COVID-19 Pandemic we have noticed an increase in the number of students who are experiencing anxiety and other social/emotional difficulties at school. It has long been known that children have a hierarchy of needs that must be met in order for them to learn. These basic needs include food, clothing, safety/security and belonging. When these needs are lacking, students may become emotionally dysregulated. At school, emotional dysregulation may manifest in negative behaviors that interfere or stop a student from being able to engage in learning. In some cases a student's dysregulation is very disruptive to the classroom environment as a whole.

It is our belief that the pandemic has amplified social and emotional needs for many of our students. Due to the increased demand for social and emotional support at school, our current staff is unable to consistently meet the needs of students with emotional dysregulation and complete their other job duties. The additional school social worker/counselor would be assigned to support individual students and small groups of students for consistent counseling that would target social and emotional regulation. The new social worker/counselor's main duties will include:

- \* Working with administration, classroom teachers, and special education teachers to support students with behavior plans
- \* Writing and monitoring Tier 2 and Tier 3 behavior intervention plans
- \* Consistent counseling sessions with individual students
- \* Consistent small group counseling sessions
- \* Manage/facilitate crisis dysregulation situations
- \* Facilitate students in ISS
- \* Aid in supporting truant students

It is our vision that the new social worker/counselors would be mentored by our existing staff members. Together, the social work/counselor teams would be able to make more of an impact with all student populations who struggle most with social/emotional issues allowing them to better attend to academic learning.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$574,086	\$0	\$574,086	ESSER III Allocations	\$114,818
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$574,086	\$0	\$574,086	Amount Still Needed	\$114,818
In Review Total	\$409,883	\$0	\$409,883	In Review Total	\$57,022
Amount Left	\$164,203	\$0	\$164,203	Amount Still Needed	\$57,796

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
396-3-0009	Direct	False	1000	111	1A	\$52,513	Task Force Review
396-3-0010	Direct	True	1000	111	1A	\$25,299	Task Force Review
396-3-0011	Direct	True	1000	121	1A	\$13,423	Task Force Review
396-3-0013	Direct	False	1000	111	10	\$114,579	Task Force Review
396-3-0014	Direct	True	1000	111	12	\$12,697	Task Force Review
396-3-0015	Direct	True	1000	122	12	\$2,825	Task Force Review
396-3-0016	Direct	True	1000	610	12	\$2,778	Task Force Review
396-3-0017	Direct	False	1000	111	10	\$105,796	Task Force Review
396-3-0018	Direct	False	2640	730	12	\$15,843	Task Force Review
396-3-0020	Direct	False	2131	120	15	\$56,830	Task Force Review
396-3-0021	Direct	False	2200	300	10	\$7,300	Task Force Review

## Line Item Details

Line Item ID: 396-3-0009

**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**

96-ESSER III

**Account Number**

96-1000-111-01

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

A certified teacher to reduce the number of students/staff in our upcoming 3rd grade class (largest class size in ES), which increases the safety for students and staff as they are better able to socially-distance as a result of COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$52,513
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<b>Total Expenditures</b>	\$52,513
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$100,449

Line Item ID: 396-3-0010



**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**

96-ESSER III

**Account Number**

96-1000-111-02/03

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

A certified teacher to extend our successful MTSS program to the MS/HS. This provides additional support for both students and staff to ensure the learning time lost due to COVID-19 school closure does not affect the students' success in the future. The MTSS coordinator will manage student data and implement intervention strategies for students not performing at grade level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,299
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$25,299</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$124,340.

Line Item ID: 396-3-0011

**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**

96-ESSER III

**Account Number**

96-1000-121-01

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our current MTSS coordinators at the elementary school have had an increase in students who are eligible for specialized instruction. Due to learning loss and size precautions to remain safe with small cohort groups, a MTSS paraeducator is added to the ES staff to assist the certified staff members in continuing to provide this support. This will also give the district the ability to expand the program to reach students who were not receiving services due to the inability to provide adequate staff for the number of students. Originally hired two (2) paraeducators and reduced down to one(1) beginning SY23.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,564
<b>Budgeted Expenditures in SFY 2024</b>	\$6,859
<b>Total Expenditures</b>	<u>\$13,423</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$15,891

Line Item ID: 396-3-0013

**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**

96-ESSER III

**Account Number**

96-2120-111-01

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

One(1) certified position has been added to our elementary to provide more mental health support for students and staff. They will also help us review student data and help coordinate Social Emotional strategies to support students and staff. This wage expense for the fiscal years 2023 and 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$56,029
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<b>Budgeted Expenditures in SFY 2024</b>	\$58,550
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<b>Total Expenditures</b>	<u>\$114,579</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Please clarify how many employees this include?

Line Item ID: 396-3-0014

**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**

96-ESSER III

**Account Number**

96-1000-111-01

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Two(2) certified teachers have been hired to provide extended school to help get those students that fell behind during the COVID-19 school closure to get back on track and at grade level in reading and math.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$5,090
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<b>Budgeted Expenditures in SFY 2023</b>	\$7,607
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$12,697</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$5,929

Line Item ID: 396-3-0015

**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**

96-ESSER III

**Account Number**

96-1000-121-01

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Two(2) paraeducators for our extended school year program.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$915

**Budgeted Expenditures in SFY 2024** \$1,910

**Total Expenditures** \$2,825

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$2,070

Line Item ID: 396-3-0016

**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**

96-ESSER III

**Account Number**

96-1000-610-01

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Supplies for extended school year program

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$1,131

**Budgeted Expenditures in SFY 2023** \$147

**Budgeted Expenditures in SFY 2024** \$1,500

**Total Expenditures** \$2,778

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$1,500

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

96-ESSER III

**Account Number**

96-1000-111-02

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

One(1) licensed school counselor for MS/HS to support students with social and emotional difficulties. Since the COVID-19 pandemic there has been a noticeable increase in the number of students who are experiencing anxiety and other social/emotional difficulties at school. An additional social worker will provide more, consistent counseling to both individual and small group sessions. ESSER II plans had included this approved action for our primary level and we would like to further extend this ability to support students in this manner to our secondary levels. This wage expense is for fiscal years 2023 and 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$51,734
<b>Budgeted Expenditures in SFY 2024</b>	\$54,062
<b>Total Expenditures</b>	<u>\$105,796</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New: Please clarify how many social workers this include?

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

96-ESSER III

**Account Number**

96-2640-730

**Function Code**

2640 - Care and Upkeep of Equipment

**Object Code**

730 - Equipment

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

95% Group materials were purchased to focus on reading intervention for grade levels 3,4 and 5. These grade levels saw the most learning loss on reading scores from the COVID-19 pandemic and closure of schools in 2020. These materials include workbooks, digital learning software and core instruction that will be implemented by our MTSS coordinator for intermediate levels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$14,302
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,541
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<b>Total Expenditures</b>	\$15,843
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 396-3-0020

**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**

96-ESSER III

**Account Number**

96-2131-122

**Function Code**

2131 - Supervision of Health Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

A registered nurse was hired for the district for the 2023-24 school year to help manage and mitigate the safety of our students and staff. Having gone through a pandemic, our district realized the needs (medically) that we needed to improve on. Hiring a state registered nurse with history in hospitals and disease management such as diabetes, will allow our district to be proactive on the health of our district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$56,830
<b>Total Expenditures</b>	\$56,830

**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 396-3-0021

**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**

96-ESSER III

**Account Number**

96-2200-300

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

In April of 2023, our district sent a select number of staff to a Ruby Payne training. This training addressed the emotional poverty and how to address anger, anxiety and mental health in the classroom for underresources students. Having attended the training, our district has scheduled a district wide training on August 9th, 2023. Following the COVID-19 pandemic, our district has seen a significant rise in students experiencing these emotional strains. Providing this training will equip our staff with tools to understand and combat anxiety and emotional difficulties with our students. This expense covers the cost of the speaker, the cost of the materials and the cost of the meals. We have opened the opportunity to surrounding districts who will cover the cost of the materials and meals for their attendees.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$7,300
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<b>Total Expenditures</b>	<u>\$7,300</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New:



# ESSER III APPLICATION FOR D0398

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Peabody-Burns	506 Elm Street, Peabody, KS 668661216	506 Elm Street, Peabody, KS 668661216
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Antoinette Root	aroot@usd398.com	(620) 983-2198

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Antoinette Root	Superintendent	aroot@usd398.com	(620) 983-2198
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Lisa Hodges		lhodges@usd398.com	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd398.net/>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

All the funds previously received (CARES, SPARKS) have helped USD 398 through the pandemic to purchase supplies to keep everyone safe and healthy. This included masks, extra cleaning supplies, air filters, mitigation for classrooms, hallways and lunchrooms. ESSER I & II funds were use to continue mitigation strategies so that students were able to remain in school the maximum amount of time. ESSER I & II funds were also used to provide additional supplies in classrooms to include furniture that could be easily cleaned, additional tables and chairs so students could be spaced out in the classroom, and standalone air purification systems for each room to help with circulation. In addition we provided additional funding to teachers through premium pay to help when teachers had to take on extra duties when other teachers were not in the building. ESSER III funds will be used to help hire staff to implement systems to address learning loss and social emotional issues as a result of the pandemic. Funds will also be used for technology so that we can be prepared and have up to date equipment to better serve our students incase of at home learning or assist students who can not be at school due to COVID.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### **Students**

In developing our ESSER plan, we conducted a survey and hosted focus groups with student leadership groups to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest from our students:

- Increase technology to help with learning and learning loss as a result of the pandemic
- Increased staff to help with learning loss as a result of the pandemic
- Increased staff to help with social emotional issues as a result of the pandemic.

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

### **Families**

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

- Additional personal and staff to help support learning loss and academics due to pandemic
- Expanded social and emotional learning and mental health services due to the pandemic
- Additional instructional materials and resources due to learning loss as a result of the pandemic

You will see that these suggestions from parents are reflective in the plan we developed.

### **School and District Administrators including Special Education Administration**

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district. The country schools are part of a Special Education Coop, Marion Country Special Education Cooperative. We meet monthly and discuss all aspects of special education and how we can best support students.

- Additional personal to help students with learning loss due to the pandemic
- Additional instructional materials
- Additional support staff to help students with learning loss due to the pandemic

You will see that this information plays a prominent role in our ESSER plan.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. Our plans are reflective of those various conversations. We are a very small district with only 5 teachers as part of the union. These teachers are part of our District Curriculum Committee which helps to make decisions, one of the members is in charge of our MTSS program at the JH/HS level and is helping to find the best curriculum and materials for students. Highlights of these collaborative conversations include:

- Staff expressed they would like to see additional staff to help students with learning loss.
- They would also like to see personal for help with social emotional issues.
- They would also like additional materials to help with learning loss due the pandemic.

### **Tribes**

In a review of our student information system, we identified 11 students who reported as members of a tribe. During a focus group meeting with these students and their parents, they indicated the following strategies would be of the greatest benefit to them:

- Increased staff to help students who experiences learning loss due to the pandemic
- Increased opportunities for students to learn and have support as a result of learning loss due to the pandemic
- Support for social emotional issues due to the pandemic.

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

### **Civil Rights Organization including Disability Rights Organizations**

The district reached out to 6 different civil rights organizations that are in the state. We contacted via email or regular mail. The district heard back from 2 of them and the ACLU responded that they were unable to provide input and the Kansas Action for Children responded that they were reluctant to weight in on the plans for the district but would agree with what we were doing and include early learning. The district has not heard back from the other 4 organizations. In contacting the Kansas Chamber of Commerce, it was determined that we do not have any local civil rights organizations or social organization in the Peabody-Burns area. The country and city offices were also contacted and there they did not know of any local civil rights or social organizations. We have still implemented the following supports which we believe will benefit all populations of our students. Since there are no official Civil Rights groups in our town but have several community groups. The community groups that were contacted were the Warrior Booster Club, PTO, and the Peabody Community Foundation. They were part of our ESSER committee, they were all sent a copy of the survey that was sent out and since we are a small school and community, discussions happen on a frequent basis.

- Increased staff to help with supports due to learning loss as a result of the pandemic at all levels.
- Increased staff to help with social emotional supports due to the pandemic
- Increased materials and technology to help with learning loss due to the pandemic.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. Groups that were included are children with disabilities, children experiencing homelessness, and children in foster care. At the current time we do not have children who fit into the categories of English Learners, migratory students or children who are incarcerated. We have conducted surveys and have also engaged in focus group conversations. Through those surveys and conversations, it was clear that the following supports were most needed.

- Increased staff to help with support for learning loss due to the pandemic
- Increased staff to help with social emotional support of students and staff due to the pandemic
- Increased materials and technology due to learning loss as a result of the pandemic.

You will see that these suggestions are reflective in the plan we developed.

### **Provide the public the opportunity to provide input and take such input into account**

Meetings were held at the district office of public input. We had both parents and community members who attended the meetings. They expressed a desire to increase staff to help students with learning loss and dealing with social emotional issues. Due to having students who are in a situation where funds are not readily available, they would like to make sure that the technology available is up to date so we are ready for what we may face in the future. We sent out a survey to all parents, students and staff and received feedback. For the community, we sent out emails with the link for the survey, sent letters to businesses in the communities that we serve and placed a link to the survey on our website, Facebook and in the electronic newsletter that we sent out. The information we received back was consistent with the feedback we received in the focus groups and in talking with different community individuals.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

All staff and students of USD #398 were impacted by Covid 19. When the pandemic first presented itself, there was a great deal of fear and uncertainty. With very little information and the situation changing daily, this led to a great deal more fear, uncertainty, anxiety and frustration. It seemed there was new information daily and no one was sure what to believe or not believe. Once the initial shock wore off, the staff did the best job they could to engage students from home. This was very difficult as plans were made, plans changed on a daily basis and providing any kind of a decent education to children was close to impossible.

Starting the 2020-21 school year, USD 398 chose to return to in-person learning with input from parents, teachers and students. It was felt that in person was far better than virtual learning. With the help of the Marion County Health Department, guidelines and thresholds were put into place to help protect both staff, students and the community. There were also plans put into place in-case the district would have gone back into remote learning. ESSER II funds were used to help purchase PPE, cleaning and air quality supplies to help reduce the spread of COVID 19.

For the 2022-23 school year, USD 398 had in-person learning all year. Through a KHDE grant, we were able to hire a school nurse to help with the many aspects of COVID 19. The district also kept in place guidelines for mask wearing, quarantine periods and participation in school and activities. These were reviewed by the Board of Education each month. We were also able to purchase curriculum to help with social emotional learning and curriculum to help with learning loss. We implemented a strong MTSS program at the elementary school and with ESSER III funds would like to hire staff to improve our MTSS program at the junior high school and high school.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

In looking at our test scores from the past several years it is evident that we are still experiencing students who are struggling academically. Teachers in different classrooms are seeing a loss of learning. There is a concerted effort to increase our MTSS program at the JH/HS levels to help those students regain what was lost and excel so they can graduate on time and either enter the workforce or college and be prepared to succeed. We would like to use ESSER funds to help supplement this endeavor. It would also require some upgrades in our technology so teachers and students can be better prepared.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD #398 will continue to monitor student growth in academics at all levels. We will evaluate both teachers and curriculum to make sure they are meeting the needs of students, to include those in special populations and those with learning loss. ESSER funds will be used to hire staff, support them with technology and provide curriculum if needed.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

We will continue to reflect and evaluate the need for additional staff both academically and social-emotionally. The data we have shows that students have a need for additional support to be successful. We will concentrate on providing students the support that is needed so they can succeed at all levels. Those students who are below grade level, is a focus of the district and an area we want to make sure we address. With a small population in our school, many of our students fit into many categories, so by being able to address all students, we will address those students in special categories. That is a great advantage of a small school. Evidenced based programs that we are currently using and will continue to use include Character Strong for addressing Social Emotional Issues, Fastbridge to help monitor and address learning loss due to Covid 19. At the elementary school we are using Foundations to help with language skills and Top Score Writing to address learning loss in writing skills.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$358,433	\$0	\$358,433	ESSER III Allocations	\$71,687
Approved Total	\$333,600	\$0	\$333,600	Approved Total	\$220,000
Amount Left	\$24,833	\$0	\$24,833	Amount Still Needed	\$0
In Review Total	\$24,833	\$0	\$24,833	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
398-3-0014	Direct	False	1000	300	12	\$24,833	Task Force Review
398-3-0001	Direct	True	1000	110	12	\$220,000	Approved
398-3-0002	Direct	False	1000	151	16	\$53,000	Approved
398-3-0003	Direct	False	2000	152	16	\$13,000	Approved
398-3-0004	Direct	False	2000	150	16	\$7,000	Approved
398-3-0005	Direct	False	2000	150	16	\$9,000	Approved
398-3-0006	Direct	False	2000	120	16	\$9,000	Approved
398-3-0007	Direct	False	2710	120	16	\$9,000	Approved
398-3-0008	Direct	False	1000	650	9	\$1,200	Approved
398-3-0009	Direct	False	1000	650	9	\$500	Approved
398-3-0010	Direct	False	2400	650	8	\$500	Approved
398-3-0011	Direct	False	1000	650	8	\$8,500	Approved
398-3-0012	Direct	False	1000	650	9	\$1,300	Approved
398-3-0013	Direct	False	1000	650	9	\$1,600	Approved

## Line Item Details

Line Item ID: 398-3-0014

**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**

Contracted Service

**Account Number**

071003000000000

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to learning loss as a result of COVID, which were reflected in our state assessment scores, we are hiring ESSDACK to be our school interventionist in English and Math for the JH/HS and grades K-5 at the elementary school. This will help with remediation for all students due to learning loss from COVID. We have a very small student body population so this would include both our regular students and any students who fall into the special population categories. Our goal is to decrease the number of students scoring a 1 on state assessment tests.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$24,833
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$24,833</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New line item

Line Item ID: 398-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salaries - ESSER

**Account Number**

07-1000-110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to learning loss as a result of COVID, which were reflected in our state assessment scores, we are hiring an MTSS interventionist in English and Math for the JH/HS to help with remediation for all students. This will be one teacher for each subject for two years. We have a very small student body population so this would include both our regular students and any students who fall into the special population categories.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$110,000
<b>Budgeted Expenditures in SFY 2023</b>	\$110,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$220,000</u>

**Status**

Approved

Line Item ID: 398-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salary - COVID

**Account Number**

07-1000-110

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 398 is requesting \$53,000 for the purpose of providing premium pay for additional compensation for 25 all district certified staff at \$1000 plus taxes per year. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$26,500
<b>Budgeted Expenditures in SFY 2023</b>	\$26,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$53,000</u>

**Status**

Approved

Line Item ID: 398-3-0003



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries- Teacher Aids - COVID

**Account Number**

07-1000-120

**Function Code**

2000 - Support Services

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 398 is requesting \$13,000 for the purpose of providing premium pay for additional compensation for 6 district teacher aids and paraprofessionals for \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,500
<b>Budgeted Expenditures in SFY 2023</b>	\$6,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,000</u>

**Status**

Approved

Line Item ID: 398-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries - Central Office - Covid

**Account Number**

07-2300-100

**Function Code**

2000 - Support Services

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 398 is requesting \$ 7,000 for the purpose of providing premium pay for additional compensation for 3 central office staff at \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,500
<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,000</u>

**Status**

Approved

Line Item ID: 398-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries - Building Admin &amp; Secretaries

**Account Number**

07-2400-100

**Function Code**

2000 - Support Services

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 398 is requesting \$9,000 for the purpose of providing premium pay for additional compensation for all building administration and clerical staff at \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,500
<b>Budgeted Expenditures in SFY 2023</b>	\$4,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Approved

Line Item ID: 398-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries - Custodial - Covid

**Account Number**

07-2600-120

**Function Code**

2000 - Support Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 398 is requesting \$9,000 for the purpose of providing premium pay for additional compensation for 4 district custodial staff at \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,500
<b>Budgeted Expenditures in SFY 2023</b>	\$4,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Approved

Line Item ID: 398-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries - Bus Drivers - Covid

**Account Number**

07-2710-120

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 398 is requesting \$9,000 for the purpose of providing premium pay for additional compensation for 4 district transportation staff at \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,500
<b>Budgeted Expenditures in SFY 2023</b>	\$4,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Approved

Line Item ID: 398-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instruction Equipment - ESSER III

**Account Number**

07E100700000000

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The TI 84 CE Plus with Python graphing calculators will provide students with a dynamic exploration of math. Students will be able to see structures, discover and identify patterns and make their own connections. Students can further their understanding of math by learning the basics of programming in Python and TI-Basic . The TI education website provides materials that can support different types of learners and increase accessibility of mathematical concepts. Familiarity with a TI calculator will benefit students on high-stakes exams such as the ACT and SAT. Purchasing educational technology (including hardware, software, and connectivity) for students and teacher who are part of the local educational agency that aids in regular and substantive educational interaction between and their classroom instructors. We continue to update the technology available to teachers to remain connected with students and help aid in learning both at school and if for any reason they were quarantined at home and/or on remote status.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,200
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,200</u>

**Status**

Approved

Line Item ID: 398-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies Technology Related - ESSER

**Account Number**

07E1000650000000

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Microscope with Microscope Camera - In my classroom, we have traditional microscopes. It takes a real knack to learn how to use them. When we have labs that require microscope use, I find myself going from table to table to "help". Unfortunately, only one person can see through it at a time. "Helping" becomes doing it for a student. The beauty of the digital system is that I can project what I can find of the exact slides that the students will look at through an overhead or to their chromebooks. They will be able to see the methods that I use as a group and see what they should each be looking for individually. Both the microscope and the digital imager will be very useful teaching tools. And if needed, images can be sent or stored for students in real time or saved for later. Images could even be printed. With the pandemic, students lost the opportunity to use the microscopes and the techniques that are essential for that sort of investigation. This provides a way to bridge that learning gap more effectively than the old style microscopes that we currently use.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$500</u>

**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 398-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Building Admin Technology - ESSER

**Account Number**

46E24006500000000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is a computer for our Elementary Principal to allow him to have more flexibility and mobility when preparing and planning for online learning, online meetings and other related administrative services. This helps provide principals with the recourses necessary to address the needs of their individual schools.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$500</u>

**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 398-3-0011



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies Technology Related - ESSER

**Account Number**

07E10006500000000

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

10 teacher laptops @ \$850.00 per laptop. One of the challenges is keeping up with technology. In purchasing new laptops and rotating out the old laptops we can provide our teaching staff with the latest technology so they are better prepared to work with students who may be absent when they are in quarantine or absent for an extended time for other illnesses. With new laptops, we can also download and support the newer software that older laptops are not equipped for, helping both students and teachers with an advantage to help students. Purchasing educational technology (including hardware, software, and connectivity) for teachers who are serving the local educational agency aids in regular and substantive educational interaction between students and their classroom instructors.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 398-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies Technology Related - ESSER

**Account Number**

07E10006500000000

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

1 No-Touch TV for presentations. This will provide teachers and students a way to have more efficient way to present information to students. This allows teachers to make presentations and students to view the information. Purchasing educational technology (including hardware, software, and connectivity) for students and teacher who are part of the local educational agency that aids in regular and substantive educational interaction between and their classroom instructors. We continue to update the technology available to teachers to remain connected with students and help aid in learning both at school and if for any reason they were quarantined at home and/or on remote status.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,300
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1,300

**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 398-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies Technology Related - ESSER

**Account Number**

07E10006500000000

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

4 TV Carts @ \$400.00 - This will provide teachers and students a way to move equipment to areas that need the technology housed on the carts. The carts will allow for mobility for both students and teachers. This allows teachers to make presentations and students to view the information. Purchasing educational technology (including hardware, software, and connectivity) for students and teacher who are part of the local educational agency that aids in regular and substantive educational interaction between and their classroom instructors. We continue to update the technology available to teachers to remain connected with students and help aid in learning both at school and if for any reason they were quarantined at home and/or on remote status.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$1,600
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$1,600
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**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

# ESSER III APPLICATION FOR D0403

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Otis-Bison	301 W. Eagle Street, Otis, KS 67565	P.O. Box 227, Otis, KS 675650227
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Carl Helm	helmc@usd403.org	(785) 387-2201

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Brent Kaempfe	Superintendent	kaempfeb@usd403.org	(785) 387-2201
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Bonnie Smith		smithb@usd403.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://www.usd403.org/\\_files/ugd/7ac8f9\\_396492d3fc674c6ea09dee1dd42098ae.pdf](https://www.usd403.org/_files/ugd/7ac8f9_396492d3fc674c6ea09dee1dd42098ae.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

During the pandemic, our district was able to maintain in-person learning full time when schools opened back up, with the exception of a 1-week period when our case load exceeded County Health recommendations. Fortunately, that period was just prior to a major holiday and it gave us an extended time to recover and return to in-person full time. We have had difficulty with staffing and individual student absenteeism for smaller periods of time. Daily attendance rates dropped by a little over 4 percent for long durations in 20-21 and 21-22. Staff absenteeism was 20 percent greater during the peak winter months of those years as well. Improved sanitation, ventilation, masking and spacing were all practiced mitigation during this time and ESSER I and II funds were used for these practices. These practices have continued on during the 22-23 school term and will likely be prevalent indefinitely. We currently have window unit air-conditioning in both of our buildings. Thus, the largest portion of the ESSER III funds will be used to begin replacement of those window units with CDC approved air quality VRF systems. We believe this to be a good first step to replacing old systems and improving air quality for inevitable outbreaks of COVID or other air-borne viruses. The board has completed strategic planning to continue replacing systems with other district funds after this first phase is complete.

# Stakeholder Engagement

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Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## Students

To develop a comprehensive plan for the use of both ESSER II and III funds, USD 403 Board of Education has maintained a sustainable and academic oriented approach to using the funds to provide students and staff the tools to overcome learning loss. Because we are a small district we focused on using the funds to mitigate disease and infection through extra sanitation and air quality. We are also utilizing KDHE pandemic funds for testing. These practices have helped us keep kids and staff in school. For learning loss, the most substantial amount of both ESSER II and III funds are being used in reading instruction, mental health, after school programming and extended learning summer academies. We have engaged students for input in the following ways:

- Teacher classroom conversations with students
- Teacher one-on-one conversations with students who were struggling
- Student Advocate/Mental Health Liaison and At-Risk Coordinator interviews with struggling students and their parents
- Student Surveys. 9 students responded and participated in the survey.
- Conversation with student leaders of student organizations

These common themes emerged from this dialogue:

- Students want to be in school
- Students want school to be as normal as possible (no masks, no social distancing, all the usual activities)

The district considered this stakeholder input, along with the following data:

- Student achievement data (KS Assessment, Local Assessments)
- Student grades
- Student rates of absenteeism
- Teacher observation of student behavior and coping difficulties

This input and data regarding students was used to draft our ESSER plan.

## Families

To develop a comprehensive plan for the use of both ESSER II and III funds, our district used a common-sense approach to engage with parents and families around the critical question: "What do you/your students need to be successful now and after the pandemic?" After implementation of the ESSER II portion of the plan, we were able to ask and listen for stakeholder feedback on current use of funds and how to use them moving forward. The following engagement methods were utilized to engage families:

- Site council meetings / Quarterly meetings
- Parent/Teacher conferences once each semester.
- Student Advocate, At-Risk Coordinator and Mental Health Liaison interviews with struggling students and their parents
- Title I parent survey given on October 21st.
- Individual parent comments shared with board members and educators in our small community while in private settings

These common themes emerged from this dialogue:

- Parents want their kids in school
- Parents do not like remote learning
- Many parents felt that masks and social distancing were causing their children to dislike school / disengage from school
- Want school to be as normal as possible again
- Extra help as soon as students are struggling – they like and are encouraged by the after-school tutoring, activities and Summer Academies
- Communication with them if students are struggling

The above information was used to draft our Comprehensive ESSER plan. The ESSER II & III plans were communicated to parents and shared with site councils and feedback was positive. Additional feedback continued to be gathered to refine the ESSER III portion of the plan and a survey regarding the ESSER III plan was provided to parents to ensure we had not missed any critical need before submitting the plan for approval from KSDE. 71 survey responses were received back.

The families response to our ESSER III survey for how the funds should be spent: SUMMER LEARNING. 16/71 Very Important--24/71 Important---21/71 Somewhat important---10/71 Not important; AFTER SCHOOL TUTORING PROGRAMS. 22/71 Very important---30/71 Important---14/71 Somewhat important---5/71 Not important; ADDITIONAL PERSONNEL AND STAFF FOR ACADEMIC INTERVENTIONS. 28/72 Very important---19/71 Important---17/71 Somewhat Important---7/71 Not important; ADDITIONAL BEHAVIORAL SUPPORT AND INTERVENTIONS. 23/71 Very important---23/71 Important---19/71 Somewhat important---6/71 Not Important; ADDITIONAL INSTRUCTIONAL MATERIALS. 17/71 Very important---34/71 Important---14/71 Somewhat important---6/71 Not important.

### **School and District Administrators including Special Education Administration**

To develop a comprehensive plan for the use of both ESSER II and III funds, administrators met to discuss data and stakeholder response to the critical question: "What do you/your students need to be successful now and after the pandemic?" These same methods provided a feedback loop as the ESSER II portion of the plan was implemented and the ESSER III portion of the plan was finalized. Administration met in the following manner:

- Formal and informal meetings with USD 403 Administration, District Leadership Team and Special Education Administration
- Informal meetings in addition to formal meetings
- Phone calls and meetings with administrators from Barton County Special Education Coop, which serves the districts students with special needs

These common themes emerged from this dialogue:

- Additional staff is needed to monitor student progress to catch those who are struggling and provide "just-in-time" intervention / especially at the MS/HS level
- Over-burdened staff, and yet the need for increased parent communication and data-tracking for better intervention
- Number of student and staff absences – how to reduce air-borne pathogens
- Need for updated HVAC to provide ventilation and filtration that meets CDC guidelines
- Concern for medically fragile students, students – as well as potential for new students who might move in with such needs

The district considered this stakeholder input, along with the following data:

- Age and design of current HVAC system
- Increased staff and student absenteeism data
- Student achievement data

The above information was used to draft our ESSER plan.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

To develop a comprehensive plan for the use of both ESSER II and III funds, our district engaged with teachers around the critical question: "What do you/your students need to be successful now and after the pandemic?" These same methods provided a feedback loop as the ESSER II portion of the plan was implemented and the ESSER III portion of the plan was finalized. The following engagement methods were utilized:

- Monthly faculty meetings
- Informal superintendent meetings with Teacher Association President
- Meetings with Otis-Bison Staff to discuss potential design of an HVAC system and impacts it would have to improve air quality and staff and student health

These common themes emerged from this dialogue:

- Common concerns teachers heard from their conversations from SIT meetings, P/T Conferences, and student conversations
- ESSER II supports are working, especially in relation to the additional staffing of a Reading Specialist – need to ensure students are assessing in a timely fashion
- Absenteeism concerns
- Teacher burnout
- Teacher satisfaction with district's response to the pandemic and plans to move forward with ESSER III plan for use of funds

The district considered this stakeholder input, along with the following data:

- Attendance data
- Student achievement data

\*. Staff surveys (24) responses to survey regarding ESSER III Plan

The above information was used to draft our ESSER plan. Through faculty meetings, the administration is in a state of constant review and refinement of plans to meet staff and student needs.

## **Tribes**

USD 403 has 2 students who identified as Native American at enrollment but they don't have connections to the tribe. These students are all from a single household. To develop a comprehensive plan for the use of both ESSER II and III funds, our district engaged these parents around the critical question: "What do you/your students need to be successful now and after the pandemic?"

- Phone call by Superintendent to parents on December 7th, 2022
- Additionally, these parents had the same opportunities described under "Families"

These common themes emerged from this dialogue:

- A healthy environment for their kids to learn in.
- Continued implementation, growth and sustainability of after school programs and summer academy

The district considered this stakeholder input, along with the following data:

- Attendance and achievement data specific to these 2 Native American students

The above information was used to draft our ESSER plan. These parents also had the opportunity to participate in a survey regarding the ESSER III plan to ensure we had not missed any critical need before submitting the plan for approval from KSDE. (0) survey responses indicating they were from parents of Native American students were received back.

### **Civil Rights Organization including Disability Rights Organizations**

To develop a comprehensive plan for the use of both ESSER II and III funds, our district used a common-sense approach to engage with parents of students who are traditionally "under-served" around the critical question: "What do you/your students need to be successful now and after the pandemic?" Note, these would be students represented by Civil Rights Organizations and Disabilities groups in larger communities, although our community does not have any such organizations nearby. The following engagement methods were utilized:

- IEP meetings
- Parent/Teacher Conferences
- Student Advocate, At-Risk Coordinator and Mental Health Liaison interviews with struggling students and their parents
- Site Council (0 parent of minority students on site council)

These common themes emerged from this dialogue:

- Concerns regarding health of students, especially those with underlying health conditions
- Need to keep students in school
- Desire to perform on grade level

The district considered this stakeholder input, along with the following data:

- Achievement data of minority and students with disabilities
- Absenteeism data from minority and students with disabilities

The above information was used to draft our ESSER plan. Additional feedback continued to be gathered to refine the ESSER III portion of the plan and a survey regarding the ESSER III plan was given to stakeholders to ensure we had not missed any critical need before submitting the plan for approval from KSDE. 14 survey responses indicating they were from respondents with students with special needs were received back.

Additionally, we reached out to the following civil rights organizations in our state/region to seek feedback on our planned supports listed below and requesting additional suggestions to best meet the needs of students as it relates to their civil rights:

- ACLU of Kansas

While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit all populations of our students:

- \* Reading Specialist and Intervention staff.
- \* Updated Reading and Math Curriculum, including text and digital supports
- \* Student Advocate and Mental Health Liaison to support students and parents

**Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**



To develop a comprehensive plan for the use of both ESSER II and III funds, our district used a common-sense approach to engage with the groups above (if such students are enrolled in our district) around the critical question: "What do you/your students need to be successful now and after the pandemic?"

Note that USD 403 for the 2021-22 school year did not have any ESL students. In 22-23 (5) students identified as ESL, (1)homeless, (1) Foster Care and (2) migrant. Input regarding students with disabilities was explained in question f above. Input was obtained in the following manner to represent their interests:

- Phone call by the Superintendent to parents on 12-6-22.
- Additionally, these parents had the same opportunities described under "Families"

These common themes emerged from this dialogue:

- Safe and Healthy Schools
- Extra academic and social emotional supports

The district considered this stakeholder input, along with the following data:

- Attendance and achievement data specific to these 2 foster students

The above information was used to draft our ESSER plan. These parents also had the opportunity to participate in a survey regarding the ESSER III plan to ensure we had not missed any critical need before submitting the plan for approval from KSDE. (1) survey responses indicating they were from foster families or children with disabilities were received back. (1) Response from student identified as homeless was received.

### **Provide the public the opportunity to provide input and take such input into account**

To develop a comprehensive plan for the use of both ESSER II and III funds, our district used traditional methods to communicate and interact with patrons in the community regarding their perception of student needs for inclusion in our ESSER plan. That outreach included the following:

- Conversations with County and State Health Officials / area medical providers and district nurses
- Board member interaction with members of the business community and community at-large
- Regular monthly board meetings - The administration and board of education discussed public input received to-date and information it provided regarding student needs as we devised our ESSER III plans. Our response to the pandemic was the topic of multiple board of education meetings. The board of education meets monthly and ESSER plans were shared with the board and public at the 12-12-22 meeting, as well as during strategic planning and multiple other board meetings during open session. Feedback received was favorable. The district will continue to monitor the needs of our students as the pandemic continues to evolve and will submit changes to our plans as necessary to meet the needs of our students.

These common themes emerged from this dialogue:

- Impact of air quality on disease transmission and student/staff health
- Mental health strains on students and families caused by pandemic
- Need to keep students in school and academic recovery due to learning loss

The above information was used to draft our ESSER plan. The ESSER II and III plans were communicated to parents as school began and feedback was positive. Additional feedback continued to be gathered to refine the ESSER III portion of the plan and a survey link regarding the ESSER III plan was placed on the district web page to ensure we had not missed any critical need before submitting the plan for approval from KSDE.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

After students returned to school in August 2020, assessment results showed learning loss caused by the COVID disruption in spring 2020. Graduation rates were not affected. State assessment comparisons for all grade levels and all assessment areas. 2021: Level 1-2.94%, Level 2-55.88%, Level 3-23.52%, Level 4-17.64%. 2022 comparable scores: Level 1-16.21, Level 2-29.72, Level 3-35.13, Level 4-18.91. ACT average composite scores increased slightly, but remain below state and national averages.

COVID-19 has caused increased absenteeism in the district, most notably at the HS/MS. The HS/MS ADA was down about 3.5 percent in 21-22. Staff absences due to illness increased, especially over the winter months. Overall, approximately 15 percent more staff absences due to illness. This includes all certified and classified staff.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to partially fund (2) positions to ensure that all students receive individualized monitoring of their academic, social, and emotional needs and timely intervention through the appropriate research-based programs.

1. PreK-5 Reading Specialist and Intervention Coach
2. PreK-12 Student Advocate and Mental Health Liaison
3. Evidence-Based Programs to be utilized as part of this plan include the following (programs and assessments are being paid through non-ESSER funds)
  - Fastbridge and New Houghton Mifflin Curriculum.
  - Support and Collaboration with High Plains Mental Health
  - \*. Using Kansas Enrichment Network guidance to build and sustain after school and extended learning programs

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

After the 20% set-aside has been spent as described above, the remaining funds will be spend on the air quality improvement project for Otis-Bison Elementary located in Otis, KS. The funds will purchase a VRF(Variable Refrigerant Flow) heating and cooling system for Phase (1) of a (9) Phase Project. It is a Trane/Mitsubishi system using multiple 36,000 BTU/H Hyper-Heating Universal Outdoor Units. This system will meet or exceed all CDC air quality recommendations. Current heating and cooling is through boiler/fans and window AC units.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The USD 403 Board of Education, Administration and staff will monitor student data to ensure that the interventions are being successful. Data used for formative and summative evaluation will include KS assessments, ACT, Work Keys & FastBridge, as well as KCTC attendance and discipline data.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$509,412	\$0	\$509,412	ESSER III Allocations	\$101,883
Approved Total	\$109,412	\$0	\$109,412	Approved Total	\$109,412
Amount Left	\$400,000	\$0	\$400,000	Amount Still Needed	\$0
In Review Total	\$400,000	\$0	\$400,000	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
403-3-0001	Direct	False	2600	453	14	\$400,000	Task Force Review
403-3-0003	Direct	True	1000	115	12	\$31,883	Approved
403-3-0004	Direct	True	1000	120	11B	\$7,529	Approved
403-3-0005	Direct	True	1000	110	12	\$70,000	Approved

## Line Item Details

Line Item ID: 403-3-0001

### Allocation Type

Direct Allocation

### Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

### Account Name

ESSER III HVAC

### Account Number

85-2600-453-00

### Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

### Object Code

453 - Heating and Cooling System Services

### Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

### **Please describe the expenditures within the account and how they will address a COVID-19 need**

These HVAC upgrades will begin the process of creating better air-quality for our students and staff. Especially during such times as COVID, Influenza and RSV outbreaks.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$400,000

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$400,000

### Status

Task Force Review

### **Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 403-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III ES After School / Summer Academy

**Account Number**

86-1000-117-04

**Function Code**

1000 - Instruction

**Object Code**

115 - Temporary Certified Substitutes' Salaries for Certified Staff

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds to continue what has been a very well received after school program with academic support, academic and social emotional activities as well as increased parent involvement. We currently run this program in four or five week increments each quarter. We have after school tutoring 2 days per week from 3:30 to 5:15P.M.. We have educational activities that vary, depending on the quarter, but typically 2 or 3 days per week from 3:30 to 5:15 P.M.. The majority of the funds will be used for salaries for certified staff. We will also use some of the money for supplies and curriculum. Ex. STEM Activities, Robotics Programs, Art Supplies, Music books for piano and guitar lessons, etc...

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$31,883**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$31,883**Status**

Approved

**Line Item Comment from KSDE**

Per phone call: \$25,506.50 will be used for teacher salaries and rest will be used for supplies.

Line Item ID: 403-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Classified After School

**Account Number**

86-1000-120-00

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified Salaries for After School Programming. We currently run this program in four or five week increments each quarter. We have after school tutoring 2 days per week from 3:30 to 5:15P.M.. We have educational activities that vary, depending on the quarter, but typically 2 or 3 days per week from 3:30 to 5:15 P.M..

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$7,529
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<b>Total Expenditures</b>	<u>\$7,529</u>
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**Status**

Approved

Line Item ID: 403-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salary With KPERS

**Account Number**

86-1000-111-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will use this Set Aside amount for continued staffing of a Reading Specialist and Mental Health Liaison / Student Advocate. \$50,000 for the Reading Specialist Salary and \$20,000 for the MHL / SA. This will be just for the 2023-24 school year. The reading specialist is used to facilitate reading interventions for Prek-5th Grade. The Student Advocate is used to help facilitate interventions and academic support for students grades 6-12.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$35,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$35,000
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<b>Total Expenditures</b>	<u>\$70,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

As per district: This is a reaction to the reading regression caused by school closure.



# ESSER III APPLICATION FOR D0411

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Goessel	500 E. Main, GOESSEL, KS 67053	PO Box 68, Goessel, KS 67053
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Mark Crawford	crawfordm@usd411.org	(620) 367-4601

## 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>
Mark Kevin Crawford	elementary principal/superintendent	markkcrawford@gmail.com	(620) 428-5441

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd411.org/vnews/display.v/ART/638f5ec07860a>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

We want to use ESSER 3 funds in part to continue funding the salary for our district school nurse. This position was not in existence prior to COVID. The school year of 2020-21 was Nurse Libby's first year at USD 411. This position now is essential even as we hope to put the pandemic behind us. Nurse Libby Schrag works with the USD 411 Admin Team and the Board of Education to ensure we have up to date health policies, immunization guidelines, and an efficient "test to know" program in each attendance center.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

The strength of a small district is a highly personalized experience. While we do not have robust department-level resources for each KSDE areas of mandatory reporting, the administration and staff of Goessel Schools is highly connected with all our students. We know them individually, we know their stories and we make time to listen and support them.

This past summer (July 2022) I filmed an ESSER 3 information video that all USD 411 students had access to. I encouraged secondary students to take our ESSER 3 stakeholder survey that was posted on our district web-site in late July 2022. The video informed all stakeholders about the survey. The response rate on the summer 2022 survey that also went to students was minimal. I believe 2-3 students participated. Their responses were not differentiated in the survey.

I met with both the GJH and GHS Student Council in December of 2022. The purpose of this time was to listen to their thoughts on topics such as "learning loss," validity of state assessment scores, levels of student support by building, and other topics. Since we are a small district of 300 students, I know most all the students by name. When I met with the students in person they talked about the lack of academic supports once students leave the elementary. Beginning in 6th grade (Jr. High) they felt there were no extra, Title One like supports during the school day. This was a clear theme shared by all stakeholders in our survey. Due to this qualitative data and our desire to meet this student need, our KESA District Team has developed plans in this area for a 6th - 8th grade. Several Board of Education motions will be voted on at our April 17, 2023 BOE meeting. These motions include additional interventionist positions/shifts in personnel for 2023-24. We are also planning shifting the job description of our Title One coordinator to include duties as a K-8 Intervention Coordinator position.

Our KESA Team and BOE like the idea of a follow-up survey to these same ESSER 3 questions from the summer of 2022. Considering these student voices is vital as we consider our annual "building needs assessment" for budget considerations.

Finally, I eat lunch several times a month with different Junior High Students in their lunchroom. This is a highlight of my Wednesday schedule. The purpose of this informal time is to connect with different students. It is not an intentional time to discussion curriculum and instruction; however, sometimes those conversations come up as we talk about their grades, their plan of study, future careers, etc.

## **Families**

Both of our attendance centers have Site Councils that meet annually. As an elementary principal, I also meet with my PTO quarterly. These groups have discussed many of the "redesign," ideas that our District KESA team is putting forward in regards to ESSER 3 and At-Risk funding to address "learning loss." Our parents interact a lot with Nurse Libby and they see her position as vital to our smooth and effective school operations. A total of 21 parents participated in our ESSER 3 anonymous survey.

## **School and District Administrators including Special Education Administration**



My USD 411 administrative team is made up of my JH/HS principal, Scott Boden and my K-12 counselor, Janna Duerksen. We are a small but powerful team. Our expanded admin team includes Nurse Libby and my finance manager/BOE clerk, Joni Smith. We have used our ESSER funds in a MOU/partnership with Prairie View Behavioral Services. The therapists and case managers from Prairie View collaborate weekly with our Special Education social workers. Our USD admin team decided to join Greenbush this school year (\$7,000 membership) to access their SEL/behavioral expertise. I am very active in writing behavior plans with students PreK-5th grade who are struggling with Social Emotional Growth and Behaviors. The expertise and collegial teamwork from all these individual has been powerful. In 30 plus years of being in public education, I've never been at a district where an outside mental health partnership was such a significant component. It dovetails with Special Education and each building-level SIT/General Education Intervention (GEI) Team to foster student success.

The most challenging and unique pandemic hurdles we have faced have been executive function (EF) deficits in children. These EF deficits manifest themselves in trauma/dysregulated behaviors. These children need personalized interventions to empower and build a growth mindset and be willing to approach significant academic challenges. Unfortunately, student meltdowns and struggles with the normal transitions and daily disappointments are very common in certain students. In some kids we see working memory issues, and they struggle to engage with any academic task. Without the ongoing support of Special Education, Prairie View, administration, and our SIT/GEI problem solving teams, we could not reach some kids with our academic programs and grade level rigor. When a kid regularly experiences fight/flight/freeze behaviors, academics have to initially take a back seat. We have had some real success stories with this "whole child," diverse partnership approach. We would love to share those stories. In the small town of Goessel, some families have had traumatic experiences and our collaborative approach is successfully getting these kids back into a healthy state of normal development. Without this money however, this approach is not sustainable.

Dr. Bob Diepenbrock is the new interim director for our Special Education Cooperative, MCSEC. He is doing an excellent job in his new role. I spoke with Bob and Jeremy Gooch in the summer of 2022 about how we could possibly access some MCSEC TIPS grant funding to supplement the cost of needed training and consultation. They could not help us but I did get USD 411 Board approval to join a second service center to access the Greenbush consortium and their behavioral consultant and GEI/Child Find improvement services. For USD 411 to have to fund the base cost of \$7,000 to join Greenbush is frustrating. Our MCSEC assessment (i.e. - annual cost) has been increasing by 11% for the last two school years. During an August 2022, MCSEC superintendent's meeting, one of our discussion items was ESSER 3 funding. During this discussion, Dr. Bob gave us little to no guidance as to how districts could help the identified special education students. I shared with the group the Goessel plan to improve our Student Improvement/GEI team. This is the problem solving team that helps students find success in either academics and/or behaviorally.

**Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

This is my second year as elementary principal/superintendent of schools. We are a tight knit and small school district. Like most small districts, we are change averse. The "redesign" components that our KESA District Team is helping me facilitate has been significant. Last year, this KESA team came together to successfully lead us through Year 5 of the KESA Accreditation process. Since last spring, we have continued to meet regularly to address areas of relative weaknesses within our district. The additional ESSER and At-risk funding we have is a spring board to gain the support we need to make some lasting changes at USD 411. We are at a critical juncture as this is not an easy task. I am engaged in the middle of this important work each and every day at school. I love an empowered and collaborative team process. All of the USD 411 certified staff are inextricably linked and engaged in this journey. Our Meet and Confer team is a key partner in this process.

All our employees care deeply about Goessel Schools. Their default many times is to protect tradition and the status quo. Due to this "change averse" nature of our school employees, I've leaned very heavily on our KESA Team to drive the needed shifts. We have also embraced aspects of HB 2567 as a legislative spotlight on areas where USD 411 needs to align with evidence and research based practices. I cannot even begin to talk about all the emails, the numerous conversations about needed shifts in 3-4 certified district positions. The ripple affects and unknowns make people nervous. Our Meet and Confer team has been a supporter of this work. I have meet with them twice this semester.

To this end, I have also met with our "Meet and Confer," cadre of teachers. They are our certified group of negotiators. They are the closest thing we have to a teacher's union. They are in full support of the processes we are mapping out for Goessel Schools.

We have found the classified staff to be the most "anxious" group in regard to district improvement and "redesign." I have begun a monthly Wednesday after school "Tea Time" to meet with them in my building. The informal nature of these meetings provides a kind of Q and A discussion time.

From the results of the summer 2022 survey:

survey prompt - Please check all that you would like considered (ESSER 3 money)

Additional personnel & staff support for academic interventions (28 or 70%)

Expand social & emotional learning and mental health services (22 or 55%)

Additional behavioral supports & interventions (20 or 50%)

After school tutoring programs (20 or 50%)

Offer more teacher prof. development to support teacher growth (17 or 42.5%)

Summer learning programs (14 or 35%)

## **Tribes**

Our Admin Team and Board of Education has helped me identify Native Americans within our district. No tribes have been identified. However, I am happy to report we have one elementary student who is a proud member of the Blackfoot Nation, native to Montana. He does not live with his biological parents. His adoptive father is very active on one of our district advisor groups; therefore, this new family unit is very aware of how these ESSER monies intend to be spent and they are supportive. This young student with Blackfoot roots will experience an enhanced trajectory in life as these monies will serve his academic and social emotional needs.

## **Civil Rights Organization including Disability Rights Organizations**

In December 2022, I contacted the ACLU office out of Wichita. I also sent them an email.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Our district partners with some significant organizations all who share our vision for student success. These organizations include DCF, Parents as Teachers, our local law enforcement, area churches, and FACT. FACT is a Marion County based group, Families and Communities Together. They provide support for families in poverty, drug education and various community resources.

Children with Disabilities: The only responses here have been in person. One family who has a Down's Syndrome student is an advocate of ensuring their child would continue to be mainstreamed in upper grades.

English Language Learners: We have very few ELL families. One particular family though did share a desire for more translation opportunities. We struggle to have access to Spanish speaking translators. We try to avoid using older siblings from the family. Our responsiveness in this area is a partnership with a Mexican-American college student whom we pay to join us for some parent/teacher conferences. This has been a success in several sessions this school year.

Homelessness: In the past few years, we have no children facing homelessness.

Foster Care: As elementary principal, I work directly with a family who takes on foster students. In early December, we got word we would be getting three new students from a emergency placement. The children were rescued out of a meth home and placed in a Goessel foster home just days before Christmas. As a district representative, I contacted the sending elementary school counselor and purchased gifts for each child. I was able to deliver them to the home and meet the children on December 24th. This was simply a way to build a connection with the new students and also the family. This is a family who biological children were home school children and they had no contact with our district. This is the only current foster family at USD 411.

Migratory students and incarcerated students: We currently have no migratory and/or incarcerated students at USD 411.

Underserved students: Our district nurse, Nurse Libby and both my JH/HS principal and both reach out to families

### **Provide the public the opportunity to provide input and take such input into account**

My July 2022 Facebook video had a significant reach within our community. In this video I identified the amount of ESSER 3 monies, how we have used these monies in the past and I invited them to participate in a survey. The survey located on our district website had just over 40 respondents. The results of the survey were made public this fall. Our KESA team and each faculty discussed the survey results as did our Board of Education.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

More students are coming to us that are not Kindergarten ready, despite the fact we have greatly expanded our Pre-school program and our families are traditionally strong and well connected to the community. We currently have just over 70 students total who qualify for "free" lunches. We identify our "at-risk" population using a number of screeners. This includes AIMSweb academic screeners (K-5th), NWEA/Maps screener (6th-12th), and KCTC surveys. Last year we also monitored Panorama survey data; however, we dropped Panorama this year for a pilot of Terrace Metrics.

The impact of COVID-19 has been multi-faceted in USD 411. Our reading scores as measured by the state assessments have declined 1st - 4th grade. Also, our math scores have dropped significantly 2nd-10th grade. The impact of our students living at or below the poverty line has been negatively affected the most. Our district's focus on being trauma-informed and our Resiliency trained team has worked hard to off-set the negative impact of the pandemic; however, some students have shown executive function challenges. This has manifested itself in more students Pre K - 4th grade with higher emotional regulation needs. More students have required behavior plans and daily one on one support. This has kept our admin team, counselor, social workers and Prairie View employees all busy. These collaborative efforts and daily/weekly personal contacts have been in place for up to 30 students out of an overall population of 315.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Our allotment of \$197,000 is earmarked for the following. Continue using this federal money to pay our district nurse salary, continue to pay the MOU with Prairie View mental health services. If that is approved for this school year and the 2023-24 school year, then we will have roughly \$61,000 left. We are shifting the job description of 3-4 employees and want to hire a minimum of two more academic interventionist. Our KESA District Team has been researching best practice implementation of a K-12 tiered, intervention program. This will be completely new at the JH/HS. The targeted interventions will become more robust and intentional K-5th grade. We want to hire a district interventionist to provide the data, the resources, the training and support for math and ELA interventionist at each building. We may add Fastbridge to help us quadrant sort for our tiered groups at the secondary level. We currently use AIMSweb K-5th grade as our screener and to quadrant sort ability groupings in math and reading.

One shift is to move one of our HS teachers to take on some of the counselor's work load related to CTE pathways and Individual Plans of Study. We have a strong CTE program for a 1A school; however, our sole counselor has an impossible work load. Our plan is to use the remaining ESSER monies for the new positions and/or evidence based programs that work directly with tier 2 and 3 "at-risk" students.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Will we honor all aspects of the ARP law.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Our Admin Team is highly aligned with the research and best practices of instructional pedagogy. Our staff is excited about a more robust system of tiered interventions for academic and SEL. We know what the literature says regarding the new dyslexia laws and guidance. We are familiar with all our sub-groups of our students. We know them and their families by name. Our interventions are going to be personalized and will lead to relevancy and rigor. We will continue to use our Early Release days for professional development that is timely, engaging and connected with evidence/research-based practices. Our KESA process includes SMART goals in all these areas.

We are partnering with ESSDACK, Greenbush, Prairie View, Marion County Special Education Cooperative and KSDE to honor all state and federal laws and guidance. The labels mentioned above, i.e. - homeless, migratory, low income, disabled, and/or students of color are important, yet, we are intentionally color blind. Our innovative vision empowers us to see each and every kid not by their federal or state label. We see them as future leaders. We are partnering with each family to assist these students to identify and chart their future by acquiring specific academic and real world skills. This partnership and vision empowers a trajectory for our students to be the next George Washington Carver, William Allen White, and/or Amelia Earhart. We believe that in this new redesigned USD 411 system, Kansans Can continue to lead the world.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$197,955	\$0	\$197,955	ESSER III Allocations	\$39,591
Approved Total	\$118,283	\$0	\$118,283	Approved Total	\$0
Amount Left	\$79,672	\$0	\$79,672	Amount Still Needed	\$39,591
In Review Total	\$79,672	\$0	\$79,672	In Review Total	\$79,672
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
411-3-0005	Direct	True	2100	110	12	\$79,672	Task Force Review
411-3-0001	Direct	False	2120	300	10	\$13,932	Approved
411-3-0002	Direct	False	2120	120	2	\$44,323	Approved
411-3-0003	Direct	False	2120	300	10	\$13,932	Approved
411-3-0004	Direct	False	2120	120	2	\$46,096	Approved

## Line Item Details

Line Item ID: 411-3-0005

**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**

Intervention Coordinator

**Account Number**

41-2100-110

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

At the April 17, 2023 USD 411 BOE meeting, our Board approved a motion for a K-8 Intervention Coordinator. This position was a redesign of Mrs. Chrystiana Miller's schedule and duties. She will now oversee and support our interventionists/Title tutors. These interventionists will need coordinated support (a collegial data analysis process, ELA instructional strategies/specific interventions, curricular materials both reading and math, etc.) Chrystiana will also co-lead with Mr. Pauls in the area of math support at both buildings. Other personnel will be given various interventionist/tutoring schedules. A number of certified and classified staff will be shifted to help at designated times for MTSS like interventions in reading and math. They will need very specific schedules, guidance, and resource coordination. The individual students and small groups served will also flex each quarter as students gain skills and find success. In our KESA District Committee work, our research and testimonials from other districts, revealed how an Intervention Coordinator was the key piece to make these tiered and targeted supports successful.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$79,672**Total Expenditures** \$79,672**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 411-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

4452120300

**Account Number**

4452120300

**Function Code**

2120 - Guidance Services

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Contracted with local mental health hospital to provide additional support for our students if needed due to the stress of Covid. This cost will cover one month of those services that include access to a Clinical Therapist and a Case Manager through Prairieview. 2022-2023

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$13,932
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$13,932</u>
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**Status**

Approved

Line Item ID: 411-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

4452120120

**Account Number**

4452120120

**Function Code**

2120 - Guidance Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**2 - Coordination of COVID-19  
preparedness and response efforts.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Nurse hired to help with illness and contract tracing in when we had Covid cases 2022-2023

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$44,323
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$44,323</u>
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**Status**

Approved

Line Item ID: 411-3-0003



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Professional Services

**Account Number**

4452120300

**Function Code**

2120 - Guidance Services

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Contracted with local mental health hospital to provide additional support for our students if needed due to the stress of Covid. This cost will cover one month of those services that include access to a Clinical Therapist and a Case Manager through Prairieview. 2023-2024

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$13,932**Total Expenditures** \$13,932**Status**

Approved

Line Item ID: 411-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Professional Services

**Account Number**

4452120120

**Function Code**

2120 - Guidance Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**2 - Coordination of COVID-19  
preparedness and response efforts.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Nurse hired to help with illness and contract tracing in when we had Covid cases 2023-2024

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$46,096**Total Expenditures** \$46,096**Status**

Approved



# ESSER III APPLICATION FOR D0443

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Dodge City	2112 N First Ave, Dodge City, KS 67801	PO Box 460, Dodge City, KS 678010460
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Fred Dierksen	dierksen.fred@usd443.org	(620) 371-1070

## 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>
Simeon Russell	Exe. Director of Business and Finance	russell.simeon@usd443.org	(620) 371-1013

<b><u>Other District Representative 1 - Name</u></b>	<b><u>Other District Representative 1 - E-mail Address</u></b>
Barbara Norton	norton.barbara@usd443.org

<b><u>Other District Representative 2 - Name</u></b>	<b><u>Other District Representative 2 - E-mail Address</u></b>
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## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://www.usd443.org/572354\\_3](https://www.usd443.org/572354_3)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

Dodge City USD 443 will continue to follow CDC Guidance for COVID and minimize the spread. We will continue to utilize the PPE supplies and protocols as the guidance demands and continue some of the classroom/lunchroom practices that were implemented. The district COVID Operations Plan is posted on the USD 443 website for staff, community and parents to view and is updated as needs arise. The COVID Operations Plan will be paused on our website as of June 1 and based on community/district needs it will be opened back up as needed. Resources for staff, parents and families are still available. We believe the best way to address learning loss and to close the achievement gap for our students in literacy is to be in school face to face and to invest in the knowledge and applications of effective instructional practices of our staff.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## **Students**

In developing our ESSER III plan, we created and submitted a survey that went out to students and student Council Representatives from our secondary schools to determine their highest levels of need for pandemic related instruction and support. Administration discussed with these groups what they felt were the most serious needs and the feedback we received showed the following information due to the pandemic and loss of learning. On the survey ranking from very important to not important 67% ranked additional support staff to support learning in the classroom as very important, 78% ranked needing additional personnel for behavior issues as very important and 71% ranked we needed additional instructional materials as very important

With the ESSER III funds, USD 443 will add the following staff to support learning in the classroom and provide additional support staff. As we move forward to the 22-23 school year, our district is implementing five new positions. We will hire three new Instructional Coaches at the secondary levels to help with classroom curriculum, modeling and academic support. One new ESOL Instructional Coach to give additional support for instruction and ESOL academic intervention. Lastly, one Academic Interventionist/Professional Development Coordinator who will work closely with all instructional coaches and the Deputy Superintendent for Curriculum and Instruction to ensure our teachers have the necessary training to be successful in the classroom.

## **Families**

All families in our district were given the opportunity to give their feedback/ideas thru a survey and or meaningful conversations held with community, businesses, and parents, School Site Councils met in person as well as Building Leadership Teams, which include family, community and staff.

The feedback from families provided us with information that families feel the greatest needs are for additional mental health services for behavior issues and more help with their children in this area. Additional support staff for the classroom, summer learning and or tutoring to help with learning loss for struggling students. USD 443 will continue to communicate with families and work with them to ensure that we are providing the needed help and support to make sure our students have the support they need to continue to improve academically.

## **School and District Administrators including Special Education Administration**

Our district administration and Special Education have met throughout the year and held discussions on the learning loss due to the pandemic and how to utilize the ESSER funds in the most efficient way. A work session for all admin, building leaders and special education admin was held to brainstorm a list of ideas/concerns that our district faces and this list was prioritized in order to determine the most need.

Our district administrators update our Board of Education with the information and design for our district plan. Communication with district administrators will continue throughout the process of the ESSER grant funds.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Principals discussed the ESSER III Survey that was given to all teachers in their buildings and then asked them to participate in the survey to gather their opinions and suggestions. Further discussion with teachers was held during Building Leadership Team meetings and Site Council meetings during the school year.

Also, throughout the school year ESSER funding has been discussed at administrative meetings, principal meeting, School Board of Education meetings, school PLC meetings, staff from transportation, maintenance, nutrition have all been included to gather ideas for the use of ESSER funds to give the greatest impact to our district. Recommendations for needs have been submitted and categorized with the KSDE qualifier number to organize the list to go from the greatest need to the least. The input from all of these groups will be taken into consideration when finalizing our ESSER III plan.

USD 443 Admin have met with the teacher union several times in negotiations and discussed the ESSER III plans with them. Some of the items on our ESSER III plan have been ratified by the union for approval pending approval from KSDE for our application.

## **Tribes**

USD 443 does not have any active Native American organizations in our boundaries. Contact was made to the city of Dodge City to verify this. We do however have families/students who have identified themselves as Native American in our Student Information System. After reviewing these numbers it was determined, that most of these families are native to Guatemala and therefore they do not have any active tribes in our area as well. We did however send out a survey to families of Native American ethnic in our district to get their feedback on what the most important area they felt needed attention due to the pandemic and their response was that students needed more instructional materials and resources such as textbooks, curriculum and software and additional support for mental health services.

### **Civil Rights Organization including Disability Rights Organizations**

USD 443 strives to work with Civil Rights Organizations and Disability Rights Organizations in our community. During the community survey, we asked recipients to mark if they were members of a civil rights or disability organization so we could gather information from them in response to Covid 19 and how it has affected learning loss in our district. We had 89 responses from this demographic and 70% said that expanding support for mental health services was very important to them and 56% said providing additional support staff for learning and additional support staff for behavior issues was very important to them.

Contact was made to the following organizations to request feedback from them: KS Human Rights Commission/Dodge City Office, United Way of Dodge City, DACA, City of Dodge City and Dodge City LULAC.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

All of these areas were identified in our district survey with responses from each area. For students with disabilities and ELL students the highest concern for parents is for more staff in the classroom followed by mental health support. Homeless children and families stated more instructional materials and resources were needed for them and technology they could use while not in school. Migrant families stated more staff in the classroom followed by mental health support and summer/tutoring services. Families of incarcerated students reported that expanded mental health support was highly needed and more support for learning.

School Staff and Admin will continue to meet with parents of these students as an ongoing need during the school year and subsequent years to keep communication open and address needs as they arrive.

### **Provide the public the opportunity to provide input and take such input into account**

USD 443's ESSER survey was available to anyone in the community. It was dispersed to students, parents, businesses, social media, Dodge City Daily Globe paper, churches and on our district website. We tried very hard to make sure all areas were given the opportunity to have access to the survey and give their feedback. Administrative staff made contact with area groups to bring them information such as Ambucs, Rotary Clubs, YMCA, Student STUCO groups. Discussion or updates were held at our monthly Board of Education meetings as needed; these meetings are recorded and aired on Channel 8 for public viewing and are open to the public to attend. At the Board of Education meetings, we do offer a time for visitors to make public comments and share their ideas. All survey results were reviewed and accounted for.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

During the school year 2021-22, with safety measures and precautions in place we were able to successfully hold classes face to face the entire school year for K-12th grades, which is a favorable impact on the students. We were able to provide technology needed for students to attend classes remotely if they couldn't attend face to face due to quarantine, illness etc., which is also a favorable impact on students, by giving them the opportunity to stay current in their classes and not miss valuable instruction time. We were also able to address the learning gaps with progress monitoring using FastBridge and EduClimber. While we were fortunate enough to provide "face to face" learning through the entire year, we did have many interruptions due to illness and quarantine procedures of both teachers and students. This not only affected all of our students, but also disproportionately affected our large population of English learners and students in poverty.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

USD 443 will continue to use evidenced based practices for the loss of learning due to COVID. After school Exito Program for our ELL students, Title 1 Reading and Math Support will continue for grades K-8th grade in our Title 1 School Wide Elementary and Middle Schools. USD 443 is working to build the instruction capacity of our teachers so they can better support the students and address learning loss so the time with students is targeted and intentional. We are focusing on quality of time vs quantity to make sure every minute of the day counts. As we improve quality and do some of the summer Prof Dev- we are able to pull the Prof Dev from the school year and increase instructional days. We have adopted the research based Tiered Protocol list for ELA and Math which is research based and standard approved. In doing this, we are offering LETRS training, Dyslexia training, SEL and Trauma Informed training. We are adding 4 Instructional Coaches to our staff to bring additional guidance for new teachers and current teachers to give additional technical support in instruction, ESOL and Academic Interventions. We also propose the addition of one extra hour per week after school for teachers to collaborate, train together and work on PLC's in their buildings.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Due to Covid and the loss of learning USD 443 will use ESSER III funds to provide collaborative incentive pay for certified staff for one additional hour per week for teachers to collaborate, plan and receive professional development. We feel this will give the teachers additional professional development time, planning with their peers and PLC time to strengthen their teaching skills without taking away time from the classroom with their students. We are paying the salary and costs of our Exito Program, which is an out of school project serving at risk students struggling with academic and cultural adaptation. It is a STEAM centered program. We are adding 4 new instructional coaches to our team of coaches already in place, two at our middle schools, one at our high school level and one ESOL coach. We are also adding an Academic Interventionist/Professional Development Coordinator to provide Professional Development and Instruction to support teacher growth and efficiency. We will continue to pay for Internet hotspots for students and families who struggle to provide this for their homes. In addition, we will provide a retention pay to staff to retain staff so we have experienced staff employed to support our students.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

USD 443 will use FastBridge data to measure student growth. With FastBridge, we have screeners three times per year and we do progress monitoring on all students who are below target. We have Tier II and III interventions and we ensure ALL students get solid Tier I instruction. We will provide targeted language intervention for our ELL students. We will work with our Behavior Team to monitor students struggling with social and emotional issues.

All district staff are trained in the PLC research, models and deployment of the structures. In addition we utilize a multitude of data points both academic, behavioral and perceptual. All of these data points are measured multiple times a year and correlated to the District Strategic Action Plan. We have created a Progress Monitoring schedule that overlays the annual academic calendar. In this we have specific dates we screen/diagnose and in between these dates we have regular progress monitoring dates. Our staff tracks individual students progress in their academic and behavioral growth. In addition, we utilize the PLC structures for leveraging collective efficacy for our instruction staff. Staff reviews student data, artifacts, consults with technical specialists and then discusses best instructional practice. All of this is done for a singular purpose and that is to design purposeful and individualized instruction. USD 443's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past two school years due to Covid but also to ensure equity through improving the effectiveness and efficiency of the instruction provided to our students. To accomplish these goals it is critical that as a school system we undertake the process of developing and supporting quality instruction and overlay this with focused professional development commitments.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$10,263,570	\$0	\$10,263,570	ESSER III Allocations	\$2,052,714
Approved Total	\$6,359,359	\$0	\$6,359,359	Approved Total	\$6,052,136
Amount Left	\$3,904,211	\$0	\$3,904,211	Amount Still Needed	\$0
In Review Total	\$3,833,971	\$0	\$3,833,971	In Review Total	\$1,139,500
Amount Left	\$70,240	\$0	\$70,240	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
443-3-0182	Direct	True	1000	610	12	\$240,000	Task Force Review
443-3-0183	Direct	True	1000	150	12	\$226,978	Task Force Review
443-3-0184	Direct	True	1000	220	12	\$16,561	Task Force Review
443-3-0185	Direct	True	1000	580	12	\$39,915	Task Force Review
443-3-0186	Direct	True	2213	152	12	\$136,199	Task Force Review
443-3-0187	Direct	True	2213	322	12	\$120,220	Task Force Review
443-3-0188	Direct	False	1000	150	16	\$846,496	Task Force Review
443-3-0189	Direct	False	1000	220	16	\$57,691	Task Force Review
443-3-0190	Direct	False	1000	260	16	\$917	Task Force Review
443-3-0191	Direct	False	1000	270	16	\$8,307	Task Force Review
443-3-0192	Direct	False	1000	150	16	\$1,650,000	Task Force Review
443-3-0193	Direct	False	1000	220	16	\$126,225	Task Force Review
443-3-0194	Direct	False	1000	260	16	\$1,650	Task Force Review
443-3-0195	Direct	False	1000	270	16	\$3,185	Task Force Review
443-3-0196	Direct	True	2213	290	12	\$3,600	Task Force Review
443-3-0197	Direct	True	2213	151	12	\$355,201	Task Force Review
443-3-0198	Direct	True	2211	220	12	\$826	Task Force Review
443-3-0003	Direct	True	1000	260	12	\$369	Approved
443-3-0004	Direct	True	1000	270	12	\$458	Approved
443-3-0005	Direct	True	1000	519	12	\$18,300	Approved
443-3-0007	Direct	True	1000	600	12	\$16,500	Approved
443-3-0008	Direct	True	1000	610	12	\$31,500	Approved
443-3-0009	Direct	True	2211	120	12	\$9,822	Approved
443-3-0011	Direct	True	2211	210	12	\$979	Approved
443-3-0013	Direct	True	2211	260	12	\$11	Approved
443-3-0014	Direct	True	2211	270	12	\$13	Approved
443-3-0016	Direct	True	2213	220	12	\$35,000	Approved
443-3-0017	Direct	True	2313	260	12	\$430	Approved
443-3-0018	Direct	True	2213	270	12	\$1,140	Approved
443-3-0020	Direct	True	2213	220	12	\$15,604	Approved



443-3-0021	Direct	True	2213	260	12	\$194	Approved
443-3-0022	Direct	True	2213	270	12	\$504	Approved
443-3-0023	Direct	True	2213	151	12	\$20,000	Approved
443-3-0024	Direct	True	2213	220	12	\$1,530	Approved
443-3-0025	Direct	True	2213	260	12	\$26	Approved
443-3-0026	Direct	True	2213	270	12	\$24	Approved
443-3-0028	Direct	False	1000	734	9	\$69,978	Approved
443-3-0029	Direct	False	1000	429	7	\$3,265	Approved
443-3-0030	Direct	False	1000	429	7	\$3,992	Approved
443-3-0031	Direct	False	1000	429	7	\$3,524	Approved
443-3-0032	Direct	True	2200	110	12	\$410,080	Approved
443-3-0033	Direct	True	2200	151	12	\$22,380	Approved
443-3-0034	Direct	True	2200	210	12	\$47,214	Approved
443-3-0035	Direct	True	2200	220	12	\$36,691	Approved
443-3-0036	Direct	True	2200	260	12	\$481	Approved
443-3-0037	Direct	True	2200	270	12	\$595	Approved
443-3-0038	Direct	True	2213	111	12	\$161,809	Approved
443-3-0040	Direct	True	2213	210	12	\$15,738	Approved
443-3-0041	Direct	True	2200	220	12	\$14,317	Approved
443-3-0042	Direct	True	2213	260	12	\$187	Approved
443-3-0043	Direct	True	2213	270	12	\$232	Approved
443-3-0044	Direct	True	2212	150	12	\$4,650,000	Approved
443-3-0045	Direct	True	2212	220	12	\$355,726	Approved
443-3-0046	Direct	True	2212	260	12	\$6,046	Approved
443-3-0047	Direct	True	2212	270	12	\$5,766	Approved
443-3-0048	Direct	True	2200	110	12	\$136,670	Approved
443-3-0049	Direct	True	2200	151	12	\$7,470	Approved
443-3-0050	Direct	True	2200	210	12	\$15,738	Approved
443-3-0051	Direct	True	2200	220	12	\$12,233	Approved
443-3-0052	Direct	True	2200	260	12	\$161	Approved
443-3-0053	Direct	True	2200	270	12	\$198	Approved
443-3-0178	Direct	False	2213	150	12	\$210,000	Approved
443-3-0179	Direct	False	2213	220	12	\$16,064	Approved
443-3-0180	Direct	False	2213	260	12	\$210	Approved
443-3-0181	Direct	False	2213	270	12	\$190	Approved

## Line Item Details

Line Item ID: 443-3-0182

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Library Books - Materials and eBooks/Audiobooks

**Account Number**

60-1000-610-XX-000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: Purchase books for all libraries in the district to update collections, provide more materials and replace books lost during COVID

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$240,000
<b>Total Expenditures</b>	\$240,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

New line item

Line Item ID: 443-3-0183

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Exito Program Extra Curricular Hourly Salary

**Account Number**

60-1000-119-00-886

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

CHANGE REQUEST: PREVIOUSLY APPROVED - SUBMITTING A CHANGE TO ALLOW FUNDS NOT USED IN 21-22 AND 22-23 TO BE PUT BACK SO THEY CAN BE USED TO PURCHASE LIBRARY BOOKS. EXITO, (Exploration In Transition Opportunities), is an out-of-school project serving students enrolled at Dodge City High School, Comanche Middle School, Dodge City Middle School, Linn Elementary and Beeson Elementary. EXITO is a STEAM (Science, Technology, Engineering, Arts, Math) centered program that provides an innovative interdisciplinary curriculum that cultivates kids' academic interests and expands their knowledge. EXITO staff regularly engages students in hands-on projects so they learn more deeply by applying STEAM concepts. EXITO incorporates skill-building activities, language acquisition, career exploration and other enrichment opportunities into the curriculum.

In addition to enrichment opportunities, we offer homework assistance & tutoring and strive to provide a safe, positive environment conducive to academic and emotional success. Homework time is an opportunity for our kids to get ahead in the classroom leaving more time for families to be together at home.

The primary purpose of the EXITO project is to serve at-risk students struggling with academic and cultural adaptation. Slightly over 47% of Dodge City secondary students' first language is one other than English, and their low English proficiency qualifies them for English Language (EL) services. In addition, over 78% of secondary students come from families whose incomes are low enough that they qualify for free or reduced lunch (FRL) prices.

COVID-19 resulted in significant setbacks for our most vulnerable students, English learners, newcomers and those living in poverty, who often didn't have a computer, reliable internet connection or a workspace to learn at home. EXITO staff knew an intervention was needed to make up for those losses. This includes relying on staff's expertise in social-emotional learning and trauma-informed care to help kids recover emotionally.

COVID-19 also brought awareness to the need of implementing innovative programming to keep students safe and engaged in learning regardless of physical setting and social distancing requirements. EXITO staff quickly learned students needed a safe space to catch up, keep up, and emerge from this crisis strong, resilient, and hopeful.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50,083
<b>Budgeted Expenditures in SFY 2023</b>	\$53,646
<b>Budgeted Expenditures in SFY 2024</b>	\$123,249
<b>Total Expenditures</b>	\$226,978

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request- Previously approved for line item 1 amount of \$369,747.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Exito Program Extra Curricular Hourly  
FICA**Account Number**

60-1000-220-00-886

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

CHANGE REQUEST: PREVIOUSLY APPROVED - SUBMITTING A CHANGE TO ALLOW FUNDS NOT USED IN 21-22 AND 22-23 TO BE PUT BACK SO THEY CAN BE USED TO PURCHASE LIBRARY BOOKS. ÉXITO, (Exploration In Transition Opportunities)- FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,475
<b>Budgeted Expenditures in SFY 2023</b>	\$3,657
<b>Budgeted Expenditures in SFY 2024</b>	\$9,429
<b>Total Expenditures</b>	<u>\$16,561</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request- previously approved for line item 2 amount of \$28,287

Line Item ID: 443-3-0185

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Exito Teacher Travel

**Account Number**

60-1000-580-00-886

**Function Code**

1000 - Instruction

**Object Code**

580 - Staff Travel

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

CHANGE REQUEST: PREVIOUSLY APPROVED - SUBMITTING A CHANGE TO ALLOW FUNDS NOT USED IN 21-22 AND 22-23 TO BE PUT BACK SO THEY CAN BE USED TO PURCHASE LIBRARY BOOKS. EXITO, (Exploration In Transition Opportunities)- TEACHER TRAVEL Travel for teachers to attend conferences for Migrant, ELL or Immigrant students

As communities adjust to a new normal after COVID-19, afterschool and summer learning programs and capable, caring staff members will be more needed than ever. The afterschool programming is an essential part of Dodge City Public School's response to the coronavirus pandemic. Youth need expanded support to emerge from this crisis strong, resilient, and hopeful. In order to achieve this, relevant professional development opportunities are offered to program staff to better prepared them for a more engaging and robust afterschool curriculum that addresses the new challenges our vulnerable populations faces, and aids our students in getting caught up after two years of disrupted or altered home life and education. Staff will be offered in state and out of state professional development opportunities with a strong focus in the area of STEAM education and social emotional learning. Professional opportunities will be offered to program director, site coordinators and teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$4,915
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$35,000
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<b>Total Expenditures</b>	\$39,915
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request- Previously approved for line item 6 amount of \$105,000

Line Item ID: 443-3-0186

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer Classified Salaries - Summer Institute

**Account Number**

60-2213-119-00-827

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

CHANGE ITEM: PREVIOUSLY APPROVED - SUBMITTING A CHANGE TO ALLOW FUNDS NOT USED IN 21-22 AND 22-23 TO BE PUT BACK SO THEY CAN BE USED IN OTHER AREAS. Previously approved in 20-21 with ESSER II funds from 76-1000-119-XX-828 - Will repeat this activity in June 2023 and June 2024 USD 443 is a district of over 7,300 students of which over three fourths of the students are receiving Free and Reduced lunch support, almost ten percent are migrant and almost half of all students are English Language Learners. During the 2020-21 school year the district experienced major disruptions, as did all school districts, with the Covid outbreak and responses that impacted all of our students, but disproportionately impacting our large population of English Learners and students in poverty.

The school district's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past school year but also longitudinally underperforming academic achievement is to improve the effectiveness and efficiency of the instruction provided to our students. The district follows Collective Efficacy research from the 1990's by Albert Bandura and more recently, supported by Dr. John Hattie's Visible Learning Research in 2016. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandura defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." (Bandura, A. 1993). Dr. Hattie's description of research states; "Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students." (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.

During the summer of 2021 the school district enrolled 284 staff members representing certified and classified employees from USD 443 and the Special Education Cooperative #613. Staff met four hours a day for twelve days to increase Collective Efficacy with the following objectives:

1. Involve as many staff as possible who support literacy instruction
2. Increase the system understanding and application of district processes such as MTSS, PLCs, Progress Monitoring Flow Charts, knowledge of district resources and how to interpret literacy screeners and diagnostics.
3. Embrace an asset vs deficit mindset to ensure equity and adequacy for all students regardless of ethnicity, gender, social-economic status and primary language spoken in the home.
4. Culminate in a "capstone" project of utilizing all of the training to develop detailed and purposeful literacy lesson plans that focuses on Tiers 1, 2 and 3 supports driven by Kansas literacy standards and student present levels of performance data.
5. Increase the "multiplier effect" of staff who will be able to take the knowledge gained, apply it and to support colleagues who were not in attendance. We believe the best way to address learning loss but also to begin to close the achievement gap too many of USD 443 students face in literacy is to invest in the knowledge and applications of effective instructional practices of our staff. It is for this reason we feel the ESSER fund application should be approved as the dollars spent are proven through decades of research to have a high correlation to increasing student achievement they are also dollars spend now that will have returns on this investment for many years to come.

References:

BANDURA, A. (1993). Perceived self-efficacy in cognitive development and functioning. Educational Psychologist, 28 (2), 117-148. (Abstract)

HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: Scholarship of Teaching and Learning in Psychology, 1 (1), 79-91. (Abstract)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$32,877
<b>Budgeted Expenditures in SFY 2024</b>	\$103,322
<b>Total Expenditures</b>	\$136,199

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request- previously approved for line item 19 amount of \$206,644

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

613 Summer Institute Pay

**Account Number**

60-2213-322-00-613

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

322 - Instructional Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

CHANGE REQUEST: PREVIOUSLY APPROVED - SUBMITTING A CHANGE TO ALLOW FUNDS NOT USED IN 21-22 AND 22-23 TO BE PUT BACK SO THEY CAN BE USED IN OTHER AREAS. Previously approved in 20-21 with ESSER II funds - Will repeat this activity in June 2023 and June 2024

613 Summer Institute Pay for attendance of the same training as Previously stated for classified and certified staff

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$5,837
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<b>Budgeted Expenditures in SFY 2024</b>	\$114,383
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<b>Total Expenditures</b>	\$120,220
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request- previously approved for line item 27 amount of \$228,766

Line Item ID: 443-3-0188

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention Pay for Staff Incentive to retain staff

**Account Number**

60-XXXX-154-XX-XXX

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

CHANGE REQUEST: PREVIOUSLY APPROVED - SUBMITTING A CHANGE TO ALLOW FUNDS NOT USED IN 22-23 TO BE PUT BACK SO THEY CAN BE USED IN 2023-2024 for another retention/premium pay to staff.

This request was previously listed on multiple lines to show each function code that was used. The function code for this payment will include all departments but is only listed on 1 line for this application change request per approval from ESSER staff to list it this way. The function codes that this payment will include are: 1000, 2100, 2113, 2114, 2120, 2120, 2130, 2143, 2200, 2201, 2211, 2212, 2213, 2215, 2320, 2321, 2323, 2400, 2490, 2510, 2519, 2560, 2571, 2580, 2581, 2600, 2670, 2700, 2710, 2720, 2740, 3100, 3110, 3200, 3300.

Retention pay will be paid to all USD 443 staff, both certified and classified, employed with the district by the first day of School, August 18, 2022 and be a current employee when retention pay is paid. With a significant number of vacancies across both academic and support areas, a retention stipend is needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. This request for incentive pay will be taken to the USD 443 Board of Education for approval at the June 2022 board meeting. USD 443 Staff will be notified of the retention pay once approved by the USD 443 Board of Education and KSDE.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$846,496
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$846,496

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request- previously approved for line item 54 amount of \$853,200

Line Item ID: 443-3-0189



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA Retention Pay

**Account Number**

60-XXXX-220-XX-XXX

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

CHANGE REQUEST: PREVIOUSLY APPROVED - SUBMITTING A CHANGE TO ALLOW FUNDS NOT USED IN 22-23 TO BE PUT BACK SO THEY CAN BE USED IN 2023-2024 for another retention/premium pay to staff.

This request was previously listed on multiple lines to show each function code that was used. The function code for this payment will include all departments but is only listed on 1 line for this application change request per approval from ESSER staff to list it this way. The function codes that this payment will include are: 1000, 2100, 2113, 2114, 2120, 2120, 2130, 2143, 2200, 2201, 2211, 2212, 2213, 2215, 2320, 2321, 2323, 2400, 2490, 2510, 2519, 2560, 2571, 2580, 2581, 2600, 2670, 2700, 2710, 2720, 2740, 3100, 3110, 3200, 3300.

Retention Pay FICA for staff incentive to retain and keep current employees

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$57,691
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$57,691
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request- previously approved for line item 55 amount of \$65,270

Line Item ID: 443-3-0190

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment - Retention Pay

**Account Number**

60-XXXX-250-XX-XXX

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

CHANGE REQUEST: PREVIOUSLY APPROVED - SUBMITTING A CHANGE TO ALLOW FUNDS NOT USED IN 22-23 TO BE PUT BACK SO THEY CAN BE USED IN 2023-2024 for another retention/premium pay to staff.

This request was previously listed on multiple lines to show each function code that was used. The function code for this payment will include all departments but is only listed on 1 line for this application change request per approval from ESSER staff to list it this way. The function codes that this payment will include are: 1000, 2100, 2113, 2114, 2120, 2120, 2130, 2143, 2200, 2201, 2211, 2212, 2213, 2215, 2320, 2321, 2323, 2400, 2490, 2510, 2519, 2560, 2571, 2580, 2581, 2600, 2670, 2700, 2710, 2720, 2740, 3100, 3110, 3200, 3300.

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$917

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$917

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request- previously approved for line item 56 amount of \$1,109

Line Item ID: 443-3-0191

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Workman's Comp - Retention Pay

**Account Number**

60-XXXX-260-XX-XXX

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

CHANGE REQUEST: PREVIOUSLY APPROVED - SUBMITTING A CHANGE TO ALLOW FUNDS NOT USED IN 22-23 TO BE PUT BACK SO THEY CAN BE USED IN 2023-2024 for another retention/premium pay to staff.

This request was previously listed on multiple lines to show each function code that was used. The function code for this payment will include all departments but is only listed on 1 line for this application change request per approval from ESSER staff to list it this way. The function codes that this payment will include are: 1000, 2100, 2113, 2114, 2120, 2120, 2130, 2143, 2200, 2201, 2211, 2212, 2213, 2215, 2320, 2321, 2323, 2400, 2490, 2510, 2519, 2560, 2571, 2580, 2581, 2600, 2670, 2700, 2710, 2720, 2740, 3100, 3110, 3200, 3300.

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$8,307

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$8,307

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request- previously approved for line item 57 amount of \$1,058

Line Item ID: 443-3-0192

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Retention/Premium Pay for Staff  
Incentive**Account Number**

60-XXXX-154-XX-XXX

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New ITEM: Retention/Premium pay will be paid to all USD 443 staff, both certified and classified, who are employed with the district on September 5, 2023 and are a current employee when retention pay is paid February 23, 2024. With a significant number of vacancies across both academic and support areas, a retention/premium stipend is needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. This request for retention/premium pay will be taken to the USD 443 Board of Education for approval on August 14, 2023. USD 443 Staff will be notified of the retention/premium pay on August 14, 2023 at an all staff welcome and then a follow-up email will be sent out on September 5, 2023 with the qualifying details for the premium pay.

The function code for this payment will include all departments but is only listed on 1 line for this application per approval from ESSER staff to list it this way. The function codes that this payment will include are: 1000, 2100, 2113, 2114, 2120, 2120, 2130, 2143, 2200, 2201, 2211, 2212, 2213, 2215, 2320, 2321, 2323, 2400, 2490, 2510, 2519, 2560, 2571, 2580, 2581, 2600, 2670, 2700, 2710, 2720, 2740, 3100, 3110, 3200, 3300. We are paying approximately 1000 staff a 1 time retention/premium payment in February 2024 of \$1500 per person.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,650,000
<b>Total Expenditures</b>	\$1,650,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

New item-

Line Item ID: 443-3-0193

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA - Retention/Premium Pay

**Account Number**

60-XXXX-220-XX-XXX

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: Retention/Premium Pay for 2024 - FICA

The function code for this payment will include all departments but is only listed on 1 line for this application per approval from ESSER staff to list it this way. The function codes that this payment will include are: 1000, 2100, 2113, 2114, 2120, 2120, 2130, 2143, 2200, 2201, 2211, 2212, 2213, 2215, 2320, 2321, 2323, 2400, 2490, 2510, 2519, 2560, 2571, 2580, 2581, 2600, 2670, 2700, 2710, 2720, 2740, 3100, 3110, 3200, 3300. We are paying approximately 1000 staff a 1 time retention/premium payment in February 2024 of \$1500 per person.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$126,225**Total Expenditures** \$126,225**Status**

Task Force Review

**Line Item Comment from KSDE**

New item-

Line Item ID: 443-3-0194

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment - Retention/Premium Pay

**Account Number**

60-XXXX-250-XX-XXX

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: Retention/Premium Pay for 2024 - Unemployment

The function codes that this payment will include are: 1000, 2100, 2113, 2114, 2120, 2120, 2130, 2143, 2200, 2201, 2211, 2212, 2213, 2215, 2320, 2321, 2323, 2400, 2490, 2510, 2519, 2560, 2571, 2580, 2581, 2600, 2670, 2700, 2710, 2720, 2740, 3100, 3110, 3200, 3300. We are paying approximately 1000 staff a 1 time retention/premium payment in February 2024 of \$1500 per person.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,650
<b>Total Expenditures</b>	\$1,650

**Status**

Task Force Review

**Line Item Comment from KSDE**

New item-

Line Item ID: 443-3-0195

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Workman's Comp - Retention/Premium Pay

**Account Number**

60-XXXX-260-XX-XXX

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: Retention/Premium Pay for workman's Comp

The function codes that this payment will include are: 1000, 2100, 2113, 2114, 2120, 2120, 2130, 2143, 2200, 2201, 2211, 2212, 2213, 2215, 2320, 2321, 2323, 2400, 2490, 2510, 2519, 2560, 2571, 2580, 2581, 2600, 2670, 2700, 2710, 2720, 2740, 3100, 3110, 3200, 3300. We are paying approximately 1000 staff a 1 time retention/premium payment in February 2024 of \$1500 per person.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$3,185
<b>Total Expenditures</b>	\$3,185

**Status**

Task Force Review

**Line Item Comment from KSDE**

New item-

Line Item ID: 443-3-0196

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Academic Interventionist/Prof  
Development Coord**Account Number**

60-2213-290-00-000

**Function Code**2213 - Instructional Staff Training  
Services**Object Code**

290 - Other Employee Benefits

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

CHANGE REQUEST: PREVIOUSLY APPROVED Academic Interventionist/Prof Development Coordinator 1 FTE Mileage pay:

Mileage should be listed as \$1800 per year and was listed as \$18,000 for year 2024 corrected.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,800**Budgeted Expenditures in SFY 2024** \$1,800**Total Expenditures** \$3,600**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request- previously approved for line item 39 amount of \$19,800

Line Item ID: 443-3-0197

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer Certified Salaries - Summer  
Institute**Account Number**

60-2213-119-00-28

**Function Code**2213 - Instructional Staff Training  
Services**Object Code**151 - Additional compensation paid to  
teachers**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**



CHANGE REQUEST: REVIOUSLY APPROVED - SUBMITTING A CHANGE TO ALLOW FUNDS NOT USED IN 22-23 TO BE PUT BACK SO THEY CAN BE USED FOR RETENTION/PREMIUM PAY.

Previously approved in 20-21 with ESSER II funds from 76-1000-119-XX-828 - Will repeat this activity in June 2022 USD 443 is a district of over 7,300 students of which over three fourths of the students are receiving Free and Reduced lunch support, almost ten percent are migrant and almost half of all students are English Language Learners. During the 2020-21 school year the district experienced major disruptions, as did all school districts, with the Covid outbreak and responses that impacted all of our students, but disproportionately impacting our large population of English Learners and students in poverty. The school district's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past school year but also longitudinally underperforming academic achievement is to improve the effectiveness and efficiency of the instruction provided to our students. The district follows Collective Efficacy research from the 1990's by Albert Bandura and more recently, supported by Dr. John Hattie's Visible Learning Research in 2016. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandura defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." (Bandura, A. 1993). Dr. Hattie's description of research states; "Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students." (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.

During the summer of 2021 the school district enrolled 284 staff members representing certified and classified employees from USD 443 and the Special Education Cooperative #613. Staff met four hours a day for twelve days to increase Collective Efficacy with the following objectives:

1. Involve as many staff as possible who support literacy instruction
2. Increase the system understanding and application of district processes such as MTSS, PLCs, Progress Monitoring Flow Charts, knowledge of district resources and how to interpret literacy screeners and diagnostics.
3. Embrace an asset vs deficit mindset to ensure equity and adequacy for all students regardless of ethnicity, gender, social-economic status and primary language spoken in the home.
4. Culminate in a "capstone" project of utilizing all of the training to develop detailed and purposeful literacy lesson plans that focuses on Tiers 1, 2 and 3 supports driven by Kansas literacy standards and student present levels of performance data.
5. Increase the "multiplier effect" of staff who will be able to take the knowledge gained, apply it and to support colleagues who were not in attendance. We believe the best way to address learning loss but also to begin to close the achievement gap too many of USD 443 students face in literacy is to invest in the knowledge and applications of effective instructional practices of our staff. It is for this reason we feel the ESSER fund application should be approved as the dollars spent are proven through decades of research to have a high correlation to increasing student achievement they are also dollars spend now that will have returns on this investment for many years to come.

References:

BANDURA, A. (1993). Perceived self-efficacy in cognitive development and functioning. Educational Psychologist, 28 (2), 117-148. (Abstract)

HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: Scholarship of Teaching and Learning in Psychology, 1 (1), 79-91. (Abstract)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$155,201
<b>Budgeted Expenditures in SFY 2024</b>	\$200,000
<b>Total Expenditures</b>	\$355,201

<b><u>Status</u></b>
Task Force Review

**Line Item Comment from KSDE**

Change Request- previously approved for line item 15 amount of \$460,000

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

EXITO Program Supervisor FICA

**Account Number**

60-2211-220-00-886

**Function Code**

2211 - Supervision of Improvement of Instruction Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

CHANGE REQUEST Withdrew by mistake below, please add back in: EXITO Program Supervisor FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$275**Budgeted Expenditures in SFY 2023** \$275**Budgeted Expenditures in SFY 2024** \$276**Total Expenditures** \$826**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request- previously approved for line item 12 with the same amount.

Line Item ID: 443-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

EXITO Program Extra Curricular Hourly Unemployomen

**Account Number**

60-1000-250-00-886

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EXITO, (Exploration In Transition Opportunities)- UNEMPLOYMENT

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$123**Budgeted Expenditures in SFY 2023** \$123**Budgeted Expenditures in SFY 2024** \$123**Total Expenditures** \$369**Status**

Approved

Line Item ID: 443-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**EXITO Program Extra Curricular Hourly  
Workman's Co**Account Number**

60-1000-260-00-886

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

EXITO, (Exploration In Transition Opportunities)- WORKMAN'S COMP

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$153
<b>Budgeted Expenditures in SFY 2023</b>	\$153
<b>Budgeted Expenditures in SFY 2024</b>	\$152
<b>Total Expenditures</b>	<u>\$458</u>

**Status**

Approved

Line Item ID: 443-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

EXITO Program Field Trips

**Account Number**

60-1000-519-01-886

**Function Code**

1000 - Instruction

**Object Code**519 - Other Sources of Student  
Transportation Services (Including  
mileage paid in Lieu of Transportation)**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

EXITO, (Exploration In Transition Opportunities)- FIELD TRIPS

Examples: Hutchinson Cosmosphere, Garden City Zoo, Exploration Place in Wichita and College visits for High School Students.

This program will allow our district to take students who might not have the opportunity to visit such places to experience and learn from what they have to offer.

EXITO, (Exploration In Transition Opportunities), is an out-of-school project serving students enrolled at Dodge City High School, Comanche Middle School, Dodge City Middle School, Linn Elementary and Beeson Elementary. EXITO is a STEAM (Science, Technology, Engineering, Arts, Math) centered program that provides an innovative interdisciplinary curriculum that cultivates kids' academic interests and expands their knowledge. EXITO staff regularly engages students in hands-on projects so they learn more deeply by applying STEAM concepts. EXITO incorporates skill-building activities, language acquisition, career exploration and other enrichment opportunities into the curriculum.

In addition to enrichment opportunities, we offer homework assistance &amp; tutoring and strive to provide a safe, positive environment conducive to academic and emotional success. Homework time is an opportunity for our kids to get ahead in the classroom leaving more time for families to be together at home.

The primary purpose of the EXITO project is to serve at-risk students struggling with academic and cultural adaptation. Slightly over 47% of Dodge City secondary students' first language is one other than English, and their low English proficiency qualifies them for English Language (EL) services. In addition, over 78% of secondary students come from families whose incomes are low enough that they qualify for free or reduced lunch (FRL) prices.

COVID-19 resulted in significant setbacks for our most vulnerable students, English learners, newcomers and those living in poverty, who often did not have a computer, reliable internet connection or a workspace to learn at home. EXITO staff knew an intervention was needed to make up for those losses. This includes relying on staff's expertise in social-emotional learning and trauma-informed care to help kids recover emotionally.

COVID-19 also brought awareness to the need of implementing innovative programming to keep students safe and engaged in learning regardless of physical setting and social distancing requirements. EXITO staff quickly learned students needed a safe space to catch up, keep up, and emerge from this crisis strong, resilient, and hopeful.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,100
<b>Budgeted Expenditures in SFY 2023</b>	\$6,100
<b>Budgeted Expenditures in SFY 2024</b>	\$6,100
<b>Total Expenditures</b>	<u>\$18,300</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

EXITO Program Family Engagement

**Account Number**

60-1000-607-01-886

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EXITO, (Exploration In Transition Opportunities)- FAMILY ENGAGEMENT ACTIVITIES

Parent nights for families to come together to learn about the Exito program and what the students are doing throughout the year.

Family engagement is crucial now more than ever. As Dodge City Public Schools responds to the disruptions created by COVID-19, we recognize the need to invest in addressing the long-term impacts of this pandemic. We understand that first and foremost we need to work the hardest to reach those families most impacted and most vulnerable. Due to the COVID-19 pandemic families were left to care for their children's physical, emotional, and educational needs in unprecedented ways. In response to COVID-19 there are lots of great educational resources shared and repurposed for families at home. It's a big challenge to navigate through online offerings, daily activities, and parenting advice. We know that these resources and services are not evenly accessible across communities. EXITO staff plans to coordinate support programming for families in order to address challenges and further foster relationships with parents and families, these with the purpose to elevate the critical role of families in supporting youth's education.

Two big goals for EXITO family engagement component is to create activities that help families overcome their fears and anxieties and tap into their existing knowledge and skills about STEM; as well as to help parents understand how to integrate STEM into their everyday routines with activities with accessible materials for use at home.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,500
<b>Budgeted Expenditures in SFY 2023</b>	\$5,500
<b>Budgeted Expenditures in SFY 2024</b>	\$5,500
<b>Total Expenditures</b>	<u>\$16,500</u>

**Status**

Approved

Line Item ID: 443-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

EXITO Program Instructional Supplies

**Account Number**

60-1000-610-01-886

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EXITO, (Exploration In Transition Opportunities)- INSTRUCTIONAL MATERIALS AND SUPPLIES

EXITO Afterschool program is an important venue where ambitious STEAM learning can occur. Beyond simply extending the school day, or providing more school-like instruction after school, EXITO afterschool program offers a unique learning environment often quite different from the traditional school structure. While afterschool programming focuses on academic enrichment, the activities are often infused with a youth development perspective that emphasizes active and collaborative learning, developing a sense of mastery, application and meaningful participation.

Instructional materials include a wide range of resources that can be used by EXITO staff to plan for and enact learning experiences for students. In general, they are the concrete resources; lesson plans, and curriculum materials that provide educators with activities and guidance to help students accomplish particular aims. EXITO employs the use of traditional and unconventional supplies which may include STEAM kits, art kits, rockets and engineering models, as well as everyday items that students can connect to STEAM learning at home, school, nature and other areas of life. The latter is particularly important and relevant as families saw the need for unconventional learning during the pandemic, when making conversions from the metric system to imperial became an opportunity for students to bond with their parents while providing opportunities to apply their learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,500
<b>Budgeted Expenditures in SFY 2023</b>	\$10,500
<b>Budgeted Expenditures in SFY 2024</b>	\$10,500
<b>Total Expenditures</b>	\$31,500

**Status**

Approved

Line Item ID: 443-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**EXITO Program Program Director  
Salaries 4.15%**Account Number**

60-2211-120-00-886

**Function Code**2211 - Supervision of Improvement of  
Instruction Services**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

EXITO, (Exploration In Transition Opportunities)- PROGRAM DIRECTOR SALARY

The Program director oversees the program, the teachers and the activities.

The program director oversees program planning, implementation and evaluates outcomes. A big goal for EXITO is to incorporate community and industry partnership into the programming in the form of tours, speakers and volunteer opportunities. COVID-19 pandemic brought to light the lack of knowledge of community resources within the community, because of this, it is the program director's goal to immerse students into the community and bring community resources directly into the school setting.

The program director arranges community and educational tours, develops community partnerships, plans family engagement opportunities, professional development and assists teachers and coordinators with programming development and implementation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,274
<b>Budgeted Expenditures in SFY 2023</b>	\$3,274
<b>Budgeted Expenditures in SFY 2024</b>	\$3,274
<b>Total Expenditures</b>	<u>\$9,822</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**EXITO Program Program Supervisor  
Fringe**Account Number**

60-2211-212-00-886

**Function Code**2211 - Supervision of Improvement of  
Instruction Services**Object Code**

210 - Group Insurance

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

EXITO, (Exploration In Transition Opportunities)- PROGRAM SUPERVISOR FRINGE

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$326
<b>Budgeted Expenditures in SFY 2023</b>	\$326
<b>Budgeted Expenditures in SFY 2024</b>	\$327
<b>Total Expenditures</b>	<u>\$979</u>

**Status**

Approved

Line Item ID: 443-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**EXITO Program Program Supervisor  
Unemployment**Account Number**

60-2211-250-00-886

**Function Code**2211 - Supervision of Improvement of  
Instruction Services**Object Code**

260 - Unemployment Compensation

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

EXITO, (Exploration In Transition Opportunities)- PROGRAM SUPERVISOR UNEMPLOYMENT

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4
<b>Budgeted Expenditures in SFY 2023</b>	\$4
<b>Budgeted Expenditures in SFY 2024</b>	\$3
<b>Total Expenditures</b>	<u>\$11</u>

**Status**

Approved

Line Item ID: 443-3-0014



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**EXITO Program Program Supervisor  
Workman's Comp**Account Number**

60-2211-260-00-886

**Function Code**2211 - Supervision of Improvement of  
Instruction Services**Object Code**

270 - Worker's Compensation

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

EXITO, (Exploration In Transition Opportunities)- PROGRAM SUPERVISOR WORKMAN'S COMP

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4
<b>Budgeted Expenditures in SFY 2023</b>	\$4
<b>Budgeted Expenditures in SFY 2024</b>	\$5
<b>Total Expenditures</b>	<u>\$13</u>

**Status**

Approved

Line Item ID: 443-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Fica Summer Institute

**Account Number**

60-2213-220-XX-828

**Function Code**2213 - Instructional Staff Training  
Services**Object Code**

220 - Social Security Contributions

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUMMER INSTITUTE Previously approved in 20-21 with ESSER II funds - FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$17,500
<b>Budgeted Expenditures in SFY 2024</b>	\$17,500
<b>Total Expenditures</b>	<u>\$35,000</u>

**Status**

Approved

Line Item ID: 443-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Summer Institute

**Account Number**

60-2213-250-XX-828

**Function Code**

2313 - Board Treasurer Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUMMER INSTITUTE Previously approved in 20-21 with ESSER II funds - UNEMPLOYMENT

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$215**Budgeted Expenditures in SFY 2024** \$215**Total Expenditures** \$430**Status**

Approved

Line Item ID: 443-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Work Comp Summer Institute

**Account Number**

60-2213-260-XX-828

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUMMER INSTITUTE Previously approved in 20-21 with ESSER II funds - WORKMAN'S COMP

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$570**Budgeted Expenditures in SFY 2024** \$570**Total Expenditures** \$1,140**Status**

Approved

Line Item ID: 443-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Fica Summer Institute

**Account Number**

60-2213-220-XX-827

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUMMER INSTITUTE Previously approved in 20-21 with ESSER II funds - FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,802**Budgeted Expenditures in SFY 2024** \$7,802**Total Expenditures** \$15,604**Status**

Approved

Line Item ID: 443-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Summer Institute

**Account Number**

60-2213-250-XX-827

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUMMER INSTITUTE Previously approved in 20-21 with ESSER II funds - UNEMPLOYMENT

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$97**Budgeted Expenditures in SFY 2024** \$97**Total Expenditures** \$194**Status**

Approved

Line Item ID: 443-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Work Comp Summer Institute

**Account Number**

60-2213-260-XX-827

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUMMER INSTITUTE Previously approved in 20-21 with ESSER II funds - WORKMAN'S COMP

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$252**Budgeted Expenditures in SFY 2024** \$252**Total Expenditures** \$504**Status**

Approved

Line Item ID: 443-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer Institute Presenter Pay

**Account Number**

60-2213-119-00-828

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Presenter pay for Summer Institute Line 16 and 20

Previously approved in 20-21 with ESSER II funds - Will repeat this activity in June 2022

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$20,000**Status**

Approved

Line Item ID: 443-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Fica Summer Institute Presenter Pay

**Account Number**

60-2213-220-XX-828

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

FICA for Summer Institute line 16 and 20

Previously approved in 20-21 with ESSER II funds - Will repeat this activity in June 2022

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$765
<b>Budgeted Expenditures in SFY 2024</b>	\$765
<b>Total Expenditures</b>	<u>\$1,530</u>

**Status**

Approved

Line Item ID: 443-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Summer Institute Presenter Pay

**Account Number**

60-2213-250-XX-828

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for summer Institute line 16 and 20

Previously approved in 20-21 with ESSER II funds - Will repeat this activity in June 2022

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13
<b>Budgeted Expenditures in SFY 2024</b>	\$13
<b>Total Expenditures</b>	<u>\$26</u>

**Status**

Approved

Line Item ID: 443-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Work Comp Summer Institute  
Presenter Pay**Account Number**

60-2213-260-XX-828

**Function Code**2213 - Instructional Staff Training  
Services**Object Code**

270 - Worker's Compensation

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**Work Comp for Summer Institute Line 16 and 20  
Previously approved in 20-21 with ESSER II funds - Will repeat this activity in June 2022

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12
<b>Budgeted Expenditures in SFY 2024</b>	\$12
<b>Total Expenditures</b>	<u>\$24</u>

**Status**

Approved

Line Item ID: 443-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Internet Hotspots

**Account Number**

60-1000-734-00-000

**Function Code**

1000 - Instruction

**Object Code**

734 - Technology -Related Hardware

**Allowable Use**9 - Purchasing educational technology  
(including hardware, software, and  
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Internet Hotspots for students and families. Many students/families in our district do not have access to the internet. This cost will cover the internet access fee and for additional hotspots purchased to help students and or staff who may have to stay home due to Covid related illness. It allows the students to continue to stay current on their school work and not get behind if they must be at home and it also allows teachers to continue to be in contact with their total classroom.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$69,978
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$69,978</u>

**Status**

Approved

Line Item ID: 443-3-0029

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Band Instrument Sanitize DCMS

**Account Number**

60-1000-429-10-025

**Function Code**

1000 - Instruction

**Object Code**

429 - Other Cleaning Services

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Band Instrument Sanitize

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,265
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,265</u>

**Status**

Approved

Line Item ID: 443-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Band Instrument Sanitize CMS

**Account Number**

60-1000-429-18-025

**Function Code**

1000 - Instruction

**Object Code**

429 - Other Cleaning Services

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Band Instrument Sanitize

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,992
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,992</u>

**Status**

Approved

Line Item ID: 443-3-0031

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Band Instrument Sanitize DCHS

**Account Number**

60-1000-429-11-025

**Function Code**

1000 - Instruction

**Object Code**

429 - Other Cleaning Services

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Band Instrument Sanitize

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,524**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,524**Status**

Approved

Line Item ID: 443-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Additional Instructional Coach for DCMS, CMS and D

**Account Number**

60-2200-110-XX-000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**



We are requesting approval of ESSER 3 funds to hire 3 fulltime secondary instructional coaches and 1 full time district Academic Interventionist/Professional Development Coordinator.

Central to this work is a strong tie to research. In particular, the work done by Dr. Jim Knight over the past 20+ years and Dr. John Hattie and his 2018 visible learning factors related to student achievement. Dr. Hattie's longitudinal meta-analysis identified the correlation of impact between 252 education influences on the student outcome effect size. This body of research is widely used in the public education realm. In particular, this proposal for the use of ESSER funds, will set up the foundational data to then transform our efforts into action plans that address the following influences supported by Dr. Hattie's work:

1. Collective Teacher Efficacy: This has the greatest effect size of 1.57. The audit will follow Collective Efficacy research from the 1990's by Albert Bandura and more recently, supported by Dr. John Hattie's Visible Learning Research in 2018. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandura defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." (Bandura, A. 1993). Dr. Hattie's description of research states; "Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students." (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.

2. Impact of Instructional Coaching Supports: "Evaluation (teaching) and Reflection" shows a .74 effect size in the 2018 meta-analysis findings of Dr. Hattie's Visible Learning research. This Cohen's d coefficient is a strong indicator of positive correlation between the activity and positive results. A .40 effect size is the neutral value in the research meaning the activity produces neutral results.

3. Response to Intervention (RTI). This has a 1.29 effect size and is in the top 5 influences. Hattie's Glossary defines Response to Intervention as "an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement." The Multiple Tiered System of Supports model is tightly aligned to the RTI model and is the adopted model for Kansas. In addition Interventions for students with learning needs has a .77 effect size and is tightly tied to a Response to Intervention Plan. "By standardizing the process in which students are referred for increasingly intensive services and incorporating research-based screening tools and assessments, RTI programs provide an overall increase in student achievement." (Fuchs, D., Fuchs, L. S. 2012).

USD 443's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past two school years due to Covid but also to ensure equity through improving the effectiveness and efficiency of the instruction provided to our students. To accomplish these goals it is critical that as a school system we undertake the process of developing and supporting quality instruction and overlay this with focused professional development commitments. This process will be the foundation of our longitudinal continuous improvement planning that addresses student academic, behavioral/social outcomes as well as staff and community alignment and involvement in the processes.

The intended objectives of this ESSER application includes the following:

1. Support teachers' professional growth and efficiency through instructional coaching support around student academic, behavioral/social/emotional needs, alignment of curriculum to standards, identification of what data assessments are needed and measure perceptual feedback from staff on implementation of Multiple Tiered System of Supports, professional collaboration practices, leadership structures, communication effectiveness and collective understanding of the district's goals.

2. Identify the distributive leadership structures required to develop an action plan for the district and individual school buildings as a response to the gap analysis study.

3. Creation and implementation of a multi-year district professional development plan that aligns to the district's strategic plan that clearly identifies the goals, action steps, data measurements, review of equity of actions for special populations of our student body (students with disabilities, English Learners, students in foster care) and embeds application to instructional practices.

4. Tighten the connection between standards based curriculum, impactful instruction, data driven decision making, improved collaborative processes and establishing a communication feedback process.

References:

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28 (2), 117-148. (Abstract).

Fuchs, D., Fuchs, L. S., and Compton, D. L. (2012). Smart RTI: A next generation approach to multilevel prevention. *Exceptional Children*, 78(3), 263- 279.

HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: *Scholarship of Teaching and Learning in Psychology*, 1 (1), 79-91. (Abstract).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$201,980
<b>Budgeted Expenditures in SFY 2024</b>	\$208,100
<b>Total Expenditures</b>	<u>\$410,080</u>

**Status**

Approved

Line Item ID: 443-3-0033

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Additional Instructional Coach for DCMS, CMS and D

**Account Number**

60-2200-132-XX-000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Instructional Coach for DCMS, CMS and DCHS 3 FTE - 10 Extra Days beyond contract: See Line 33 for narrative

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$11,040
<b>Budgeted Expenditures in SFY 2024</b>	\$11,340
<b>Total Expenditures</b>	<u>\$22,380</u>

**Status**

Approved

Line Item ID: 443-3-0034

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Additional Instructional Coach for  
DCMS, CMS and D**Account Number**

60-2200-210-XX-000

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

210 - Group Insurance

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Instructional Coach for DCMS, CMS and DCHS Fringe 3 FTE: See Line 33 for narrative

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$23,607
<b>Budgeted Expenditures in SFY 2024</b>	\$23,607
<b>Total Expenditures</b>	<u>\$47,214</u>

**Status**

Approved

Line Item ID: 443-3-0035

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Additional Instructional Coach for  
DCMS, CMS and D**Account Number**

60-2200-220-XX-000

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

220 - Social Security Contributions

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Instructional Coach for DCMS, CMS and DCHS 3 FTE FICA: See Line 33 for narrative

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18,101
<b>Budgeted Expenditures in SFY 2024</b>	\$18,590
<b>Total Expenditures</b>	<u>\$36,691</u>

**Status**

Approved

Line Item ID: 443-3-0036

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Additional Instructional Coach for DCMS, CMS and D

**Account Number**

60-2200-250-XX-000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Instructional Coach for DCMS, CMS and DCHS 3 FTE Unemployment: See Line 33 for narrative

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$237**Budgeted Expenditures in SFY 2024** \$244**Total Expenditures** \$481**Status**

Approved

Line Item ID: 443-3-0037

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Additional Instructional Coach for DCMS, CMS and D

**Account Number**

60-2200-260-XX-000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

270 - Worker's Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Instructional Coach for DCMS, CMS and DCHS 3 FTE Workman's comp: See line 33 for narrative

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$294**Budgeted Expenditures in SFY 2024** \$301**Total Expenditures** \$595**Status**

Approved

Line Item ID: 443-3-0038

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Academic Interventionist/Prof  
Development Coordina

**Account Number**

60-2213-113-00-000

**Function Code**

2213 - Instructional Staff Training  
Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among  
students, including vulnerable  
populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are requesting approval of ESSER 3 funds to hire 3 fulltime secondary instructional coaches and 1 full time district Academic Interventionist/Professional Development Coordinator.

Central to this work is a strong tie to research. In particular, the work done by Dr. Jim Knight over the past 20+ years and Dr. John Hattie and his 2018 visible learning factors related to student achievement. Dr. Hattie's longitudinal meta-analysis identified the correlation of impact between 252 education influences on the student outcome effect size. This body of research is widely used in the public education realm. In particular, this proposal for the use of ESSER funds, will set up the foundational data to then transform our efforts into action plans that address the following influences supported by Dr. Hattie's work:

1. Collective Teacher Efficacy: This has the greatest effect size of 1.57. The audit will follow Collective Efficacy research from the 1990's by Albert Bandura and more recently, supported by Dr. John Hattie's Visible Learning Research in 2018. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandura defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." (Bandura, A. 1993). Dr. Hattie's description of research states; "Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students." (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.
2. Impact of Instructional Coaching Supports: "Evaluation (teaching) and Reflection" shows a .74 effect size in the 2018 meta-analysis findings of Dr. Hattie's Visible Learning research. This Cohen's d coefficient is a strong indicator of positive correlation between the activity and positive results. A .40 effect size is the neutral value in the research meaning the activity produces neutral results.
3. Response to Intervention (RTI). This has a 1.29 effect size and is in the top 5 influences. Hattie's Glossary defines Response to Intervention as "an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement." The Multiple Tiered System of Supports model is tightly aligned to the RTI model and is the adopted model for Kansas. In addition Interventions for students with learning needs has a .77 effect size and is tightly tied to a Response to Intervention Plan. "By standardizing the process in which students are referred for increasingly intensive services and incorporating research-based screening tools and assessments, RTI programs provide an overall increase in student achievement." (Fuchs, D., Fuchs, L. S. 2012).

USD 443's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past two school years due to Covid but also to ensure equity through improving the effectiveness and efficiency of the instruction provided to our students. To accomplish these goals it is critical that as a school system we undertake the process of developing and supporting quality instruction and overlay this with focused professional development commitments. This process will be the foundation of our longitudinal continuous improvement planning that addresses student academic, behavioral/social outcomes as well as staff and community alignment and involvement in the processes.

The intended objectives of this ESSER application includes the following:

1. Support teachers' professional growth and efficiency through instructional coaching support around student academic, behavioral/social/emotional needs, alignment of curriculum to standards, identification of what data assessments are needed and measure perceptual feedback from staff on implementation of Multiple Tiered System of Supports, professional collaboration practices, leadership structures, communication effectiveness and collective understanding of the district's goals.
2. Identify the distributive leadership structures required to develop an action plan for the district and individual school buildings as a response to the gap analysis study.
3. Creation and implementation of a multi-year district professional development plan that aligns to the district's strategic plan that clearly identifies the goals, action steps, data measurements, review of equity of actions for special populations of our student body (students with disabilities, English Learners, students in foster care) and embeds application to instructional practices.
4. Tighten the connection between standards based curriculum, impactful instruction, data driven decision making, improved collaborative processes and establishing a communication feedback process.

References:

- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28 (2), 117-148. (Abstract).
- Fuchs, D., Fuchs, L. S., and Compton, D. L. (2012). Smart RTI: A next generation approach to multilevel prevention. *Exceptional Children*, 78(3), 263- 279.
- HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: *Scholarship of Teaching and Learning in Psychology*, 1 (1), 79-91. (Abstract).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$79,709
<b>Budgeted Expenditures in SFY 2024</b>	\$82,100
<b>Total Expenditures</b>	<u>\$161,809</u>

**Status**

Approved

Line Item ID: 443-3-0040

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Academic Interventionist/Prof  
Development Coordina

**Account Number**

60-2213-211-00-000

**Function Code**

2213 - Instructional Staff Training  
Services

**Object Code**

210 - Group Insurance

**Allowable Use**

12 - Addressing learning loss among  
students, including vulnerable  
populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Academic Interventionist/Prof Development Coordinator 1 FTE Fringe: See Line 39 for Narrative

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,869
<b>Budgeted Expenditures in SFY 2024</b>	\$7,869
<b>Total Expenditures</b>	<u>\$15,738</u>

**Status**

Approved

Line Item ID: 443-3-0041

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Academic Interventionist/Prof  
Development Coordina**Account Number**

60-2213-220-00-000

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

220 - Social Security Contributions

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Academic Interventionist/Prof Development Coordinator 1 FTE FICA: See Line 39 for Narrative

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,067
<b>Budgeted Expenditures in SFY 2024</b>	\$7,250
<b>Total Expenditures</b>	<u>\$14,317</u>

**Status**

Approved

Line Item ID: 443-3-0042

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Academic Interventionist/Prof  
Development Coordina**Account Number**

60-2213-250-00-000

**Function Code**2213 - Instructional Staff Training  
Services**Object Code**

260 - Unemployment Compensation

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Academic Interventionist/Prof Development Coordinator 1 FTE Unemployment: See Line 39 for Narrative

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$92
<b>Budgeted Expenditures in SFY 2024</b>	\$95
<b>Total Expenditures</b>	<u>\$187</u>

**Status**

Approved

Line Item ID: 443-3-0043



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Academic Interventionist/Prof  
Development Coordina**Account Number**

60-2213-260-00-000

**Function Code**2213 - Instructional Staff Training  
Services**Object Code**

270 - Worker's Compensation

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Academic Interventionist/Prof Development Coordinator 1 FTE Workman's Comp: See Line 39 for Narraative

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$115
<b>Budgeted Expenditures in SFY 2024</b>	\$117
<b>Total Expenditures</b>	<u>\$232</u>

**Status**

Approved

Line Item ID: 443-3-0044

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Certified Collaborative Incentive Pay for  
1 additi**Account Number**

60-2212-119-XX-XXX

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

150 - Additional Compensation

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to Covid and the loss of learningWe are requesting approval of ESSER 3 funds to purchase additional Professional Development/Collaborative/Instructional time for teachers and students. Due to Covid and the loss of student learning the district will add 1 hour on Wednesday of every week to provide for more teacher collaborative plan time, PLC and PD time. With the additional hour on Wednesdays, the district would remove the Late Start dates to increase student contact time.

Central to this work is a strong tie to research. In particular, the work done by Dr. John Hattie in his 2018 visible learning factors related to student achievement. Dr. Hattie’s longitudinal meta-analysis identified the correlation of impact between 252 education influences on the student outcome effect size. This body of research is widely used in the public education realm. In particular, this proposal for the use of ESSER funds, will set up the foundational data to then transform our efforts into action plans that address the following influences supported by Dr. Hattie’s work:

1. Professional Learning Collaboration: This proposal will be an important avenue to increase the Collective Efficacy of all district staff through structured review of practice and collaborative input and review. By dedicating additional time in the teachers’ contract, along with research based and systematic guidelines, all staff will share best practice, review student data/artifacts and monitor the students’ growth progression. In Dr. John Hatties Visible Learning research in 2018 ‘Response to Intervention’ has an effect size of 1.29, ‘Strategy to integrate with prior knowledge’ .93, ‘Deliberate Practice’ .79 and ‘Planning and Prediction’ .76 all are high impact professional collaboration strategies. In other words, through embedding systematic professional collaboration processes that align with research and results proven strategies for all the above mentioned practices positive student outcomes will be a result.

2. Collective Teacher Efficacy: This has the greatest effect size of 1.57. The audit will follow Collective Efficacy research from the 1990’s by Albert Bandura and more recently, supported by Dr. John Hattie’s Visible Learning Research in 2018. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandera defines collective efficacy as ‘a group’s shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment.’ (Bandura, A. 1993). Dr. Hattie’s description of research states; ‘Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students.’ (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.

3. Response to Intervention (RTI). This has a 1.29 effect size and is in the top 5 influences. Hattie’s Glossary defines Response to Intervention as ‘an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement.’ The Multiple Tiered System of Supports model is tightly aligned to the RTI model and is the adopted model for Kansas. In addition Interventions for students with learning needs has a .77 effect size and is tightly tied to a Response to Intervention Plan. ‘By standardizing the process in which students are referred for increasingly intensive services and incorporating research-based screening tools and assessments, RTI programs provide an overall increase in student achievement.’ (Fuchs, D., Fuchs, L. S. 2012).

We will pay a set amount of \$5,000.00 per teacher per year for two years for the additional hour we will add on Wednesday of each week. Approximately 465 Teachers.

This will be paid in December, 2022 for year one and December 2023 for year two.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,325,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,325,000
<b>Total Expenditures</b>	<u>\$4,650,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Certified Collaborative Incentive Pay for  
1 additi**Account Number**

60-2212-220-XX-XXX

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

220 - Social Security Contributions

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified Collaborative Incentive Pay for 1 additional hour per week for teachers to collaborate and plan - FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$177,863
<b>Budgeted Expenditures in SFY 2024</b>	\$177,863
<b>Total Expenditures</b>	<u>\$355,726</u>

**Status**

Approved

Line Item ID: 443-3-0046

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Certified Collaborative Incentive Pay for  
1 additi**Account Number**

60-2212-250-XX-XXX

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

260 - Unemployment Compensation

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified Collaborative Incentive Pay for 1 additional hour per week for teachers to collaborate and plan - UNEMPLOYMENT

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,023
<b>Budgeted Expenditures in SFY 2024</b>	\$3,023
<b>Total Expenditures</b>	<u>\$6,046</u>

**Status**

Approved

Line Item ID: 443-3-0047

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Certified Collaborative Incentive Pay for  
1 additi**Account Number**

60-2212-260-XX-XXX

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

270 - Worker's Compensation

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**Certified Collaborative Incentive Pay for 1 additional hour per week for teachers to collaborate and plan - WORKMAN'S  
COMP

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,883
<b>Budgeted Expenditures in SFY 2024</b>	\$2,883
<b>Total Expenditures</b>	<u>\$5,766</u>

**Status**

Approved

Line Item ID: 443-3-0048

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**ESOL Elementary Instructional Coach  
Salary  
1 FTE**Account Number**

60-2200-110-19-000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This request is based on two distinctive district wide needs. First, the need for additional technical support for instruction, ESOL and Academic Interventions. The second is to utilize the Federal ESSR 3 funds to focus on student academic gain (referred to as learning loss in the Federal document). The USD 443 school district has invested in these research based and proven supports already. As our collective staff increases their technical and applied knowledge it requires additional supports as the depth of knowledge increases. This is the desired effect and has been a focus of our district systems and professional development for staff.

? Support teachers? professional growth and efficiency through instructional coaching support around student academic, behavioral/social/emotional needs, alignment of curriculum to standards, identification of what data assessments are needed and measure perceptual feedback from staff on implementation of Multiple Tiered System of Supports, professional collaboration practices, leadership structures, communication effectiveness and collective understanding of the district's goals.

? Identify the distributive leadership structures required to develop an action plan for the district and individual school buildings as a response to the gap analysis study.

? Creation and implementation of a multi-year district professional development plan that aligns to the district's strategic plan that clearly identifies the goals, action steps, data measurements, review of equity of actions for special populations of our student body (students with disabilities, English Learners, students in foster care) and embeds application to instructional practices.

? Tighten the connection between standards based curriculum, impactful instruction, data driven decision making, improved collaborative processes and establishing a communication feedback process.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$67,325

**Budgeted Expenditures in SFY 2024** \$69,345

**Total Expenditures** \$136,670

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**ESOL Instruction Coach 1 FTE - 10  
Extra Days bey**Account Number**

60-2200-132-19-000

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**151 - Additional compensation paid to  
teachers**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

ESOL Elementary Instruction Coach 10 Extra Days: See line 49 for narrative

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,680
<b>Budgeted Expenditures in SFY 2024</b>	\$3,790
<b>Total Expenditures</b>	<u>\$7,470</u>

**Status**

Approved

Line Item ID: 443-3-0050

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESOL Instructional Coach Fringe 1 FTE

**Account Number**

60-2200-210-19-000

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

210 - Group Insurance

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

ESOL Elementary Instruction Coach Fringe: See line 49 for narrative

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,869
<b>Budgeted Expenditures in SFY 2024</b>	\$7,869
<b>Total Expenditures</b>	<u>\$15,738</u>

**Status**

Approved

Line Item ID: 443-3-0051

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESOL Instructional Coache 1 FTE FICA

**Account Number**

60-2200-220-19-000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

ESOL Elementary Instruction Coach FICA: See line 49 for narative

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,035**Budgeted Expenditures in SFY 2024** \$6,198**Total Expenditures** \$12,233**Status**

Approved

Line Item ID: 443-3-0052

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**ESOL Instructional Coach 1 FTE  
Unemployment**Account Number**

60-2200-250-19-000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

ESOL Elementary Instruction Coach Unemployment: See line 49 for narative

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$80**Budgeted Expenditures in SFY 2024** \$81**Total Expenditures** \$161**Status**

Approved

Line Item ID: 443-3-0053

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**ESOL Instructional Coach 1 FTE  
Workman's Comp**Account Number**

60-2200-260-19-000

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

270 - Worker's Compensation

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

ESOL Elementary Instruction Coach Workman's Comp: See line 49 for narrative

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$98
<b>Budgeted Expenditures in SFY 2024</b>	\$100
<b>Total Expenditures</b>	<u>\$198</u>

**Status**

Approved

Line Item ID: 443-3-0178



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Collaborative PLC Facilitator Pay

**Account Number**

60-2213-119-XX-801

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

150 - Additional Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: Certified Collaborative Pay was previously approved on Line 43 in our original application. Due to Covid and the loss of learning We are requesting approval of ESSER 3 funds to purchase additional Professional Development/Collaborative/Instructional time for teachers and students. Due to Covid and the loss of student learning the district will add 1 hour on Wednesday of every week to provide for more teacher collaborative plan time, PLC and PD time. With the additional hour on Wednesdays, the district would remove the Late Start dates to increase student contact time.

Once this collaborative time was established it was determined that each school/grade/department would need a specified teacher to oversee and run the collaborative meetings weekly.

This new request is to ask for a stipend to Pay for approximately 70 Certified Teachers to facilitate the meetings, plan and organize the agenda for each week and lead the teachers in their professional development/training during this extra hour. We are asking to pay these select teachers a \$1,500.00 stipend per year in June to oversee this work. This would be for the 2022-23 and 2023-24 school years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$105,000
<b>Budgeted Expenditures in SFY 2024</b>	\$105,000
<b>Total Expenditures</b>	<u>\$210,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 443-3-0179

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Certified Collaborative PLC Facilitator  
Pay-FICA**Account Number**

60-2213-220-XX-801

**Function Code**2213 - Instructional Staff Training  
Services**Object Code**

220 - Social Security Contributions

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: Collaborative PLC Facilitator Pay - FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,032
<b>Budgeted Expenditures in SFY 2024</b>	\$8,032
<b>Total Expenditures</b>	<u>\$16,064</u>

**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 443-3-0180

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Certified Collaborative PLC Facilitator  
Pay-Unempl**Account Number**

60-2213-250-XX-801

**Function Code**2213 - Instructional Staff Training  
Services**Object Code**

260 - Unemployment Compensation

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: Collaborative PLC Facilitator Pay - Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$105
<b>Budgeted Expenditures in SFY 2024</b>	\$105
<b>Total Expenditures</b>	<u>\$210</u>

**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 443-3-0181

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Certified Collaborative PLC Facilitator  
Pay-WkComp**Account Number**

60-2213-260-XX-801

**Function Code**2213 - Instructional Staff Training  
Services**Object Code**

270 - Worker's Compensation

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM: Collaborative PLC Facilitator Pay - Workman's Comp

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$95
<b>Budgeted Expenditures in SFY 2024</b>	\$95
<b>Total Expenditures</b>	<u>\$190</u>

**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

# ESSER III APPLICATION FOR D0462

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Central	700 N Main, Burden, KS 670190128	P O Box 128, Burden, KS 670190128
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Rick Shaffer	rshaffer@usd462.org	(620) 438-2218

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Rick Shaffer	Superintendent	rshaffer@usd462.org	(620) 438-2218
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Mona Calvin		mcalvin@usd462.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
Linda Bartel		lbartel@usd462.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.usd462.org/vimages/shared/vnews/stories/6112c0391b682/Central%20USD462%20Safe%20Return%20%26%20Continuity%20of%20Services%20Plan%202021-2022.pdf>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

USD 462, plans on using these funds to employ 2 full time substitutes, if possible; employ 2 extra teaching aides, if possible; and to extend the number of School Nurse hours. The first two implementations address the need to reduce class size, and increase distancing between students.

Extra nurse hours will assist USD 462 in contract tracing, testing, vaccines, communication with county health officials, and any other health issues should they arise.

In addition, these funds will be used to address academic learning loss and promote academic recovery following the pandemic. A portion of these funds will be used to address social/emotional factors that are present due to the pandemic. The ability for our USD to stay open is closely related to the procedures that have been put in place. Addressing academic recovery, the emotional needs of our parents, teacher, and students. Implementation of effective health practices like distancing, and a reduction in class sizes have been crucial.

Our goal through implementing these measures is to remain in a face to face learning environment, limit any further academic learning loss, address social emotional issues, and operate school as normally as possible in the future.

# Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## Students

Students

While developing the USD 462 ESSER III Plan we obtained information from our students in the following manner:

USD 462 sent a Google form link regarding ESSER III to all students via their school email address, and posted the link on our school website and other social media platforms.

Administrative personnel meet with student groups and student councils. The Principals facilitated discussions to determine what student ideas/needs were of the highest priority.

Through these opportunities for feedback the students perceived the greatest needs and best use of ESSER III funds were:

1. 83%- Additional Staff for Academic Intervention
2. 74%- Additional Technology and software
3. 70%- Professional Staff Development
4. 61%- Social Emotional Health
5. 57%- Additional Instructional resources

USD 462 conducted an online survey regarding ESSER III monies and development of an ESSER III plan. While conducting this survey we received feedback from about 29% of the Grade 6-12 Students. We did not survey grades PreK-5. Through opportunity in both buildings from various student groups USD 462 received ESSER III feedback from 60% of the students who attend school. Our ESSER plan takes recommendations from our student population into account and their needs and ideas are incorporated in the plan.

## Families

In developing the USD 462 ESSER III Plan meaningful consultation with Families was conducted in the following manner:

USD 462 sent a Google form link to all parents via the email address that was on file in our information database.

USD 462 posted a link to on our school website and other social media platforms.

USD 462 posted a QR Code Scan linking to the USD 462 ESSER III Survey in places of business throughout our school district for Parents and Parents to scan and complete survey.

USD 462 invited Parents and Patrons to attend School Board Meetings during the audience time with the public and express their ideas regarding ESSER III spending priorities.

USD 462 gave Parents a face to face opportunity at Parent-Teacher Conferences to share ideas and discuss best use of ESSER III monies for USD 462.

USD 462 provided parents and families an opportunity to give input face to face regarding the USD 462 ESSER III plan at the annual Fall Carnival held at Central Elem. School.

Through these information input opportunities, discussions, and conversations, the Families of USD 462 indicated the following items should be addressed through ESSER funding:

1. 93%-Additional Staff for Academic Intervention
2. 84%- Social Emotional Health
3. 75%-Additional Instructional resources
4. 71%-Additional Technology and software
5. 64%- Professional Staff Development

USD 462 received input from 48% of the families in USD 462 either through, survey, email, Board Meeting, or opportunities at Parent Teacher Conferences and the Central Elem. Carnival. Our ESSER plan takes these recommendations from our families and parents into consideration and their needs and ideas in the plan.

## School and District Administrators including Special Education Administration

USD 462 has 3.4 Administrators. We have a Principal for each of USD 462's Attendance Centers, a Superintendent, and a .4 Assistant HS Principal/Athletic Director. Our two attendance centers are Central Elementary School, Pre-K through 6th Grade; and Central Junior-Senior High School Grade 7-12.

Almost since, if not before, ESSER III allocations were made public, discussions were held among Administrators, and between Administrators and the Board of Education to best utilize ESSER III funds in the best interest of students. The consensus of this group has been to focus resources on:

- Recovery from academic learning loss experienced from the pandemic
- Improved Instruction with a focus on effective and positive research based academic practices.
- Improvement of Curriculum in all academic areas, with emphasis on ELA and Math.
- Effective remediation practices, MTSS, After-School remediation, Friday School (we are a 4 day a week district).
- Addressing Social Emotional issues with 2 Social Workers (one for each attendance center), Franklin Covey's Leader in Me program for Pre-K-12 and all staff.
- Providing more personnel to downsize groups for instruction.
- Providing up-to-date Individual Student devices and Computer Infrastructure for the increased usage of Technology.
- Focus on Professional Development with regard to effective and research proven instructional practices.

USD 462 belongs to a Special Education Cooperative. During the development of the USD 462 ESSER III plan input was asked for and received from the SPED Coop Director and Assistant Director. Special Education Cooperative staff in our attendance centers were treated as USD 462 staff and were involved in all planning and discussion related to best utilizing ESSER III funds. Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

USD 462's ESSER III plan was a collaboration of the entire certified, classified school personnel, Special Education Teachers/Paras, students, and community. Administrators worked with staff to develop an ESSER III plan that would meet the needs of Students, Staff, and Community. Meetings were held providing opportunity for feedback for all involved groups. Meetings were held twice per month to discuss the best way to address learning loss and academic recovery due to the COVID pandemic. The ESSER III plan that was developed emphasized mitigation strategies that have been proven effective and are research based. Through a USD 462 Survey and discussions, consensus amongst the groups was to spend a majority of funds on instruction, social/emotional, and technology to reduce any issues that were a direct result of the pandemic. The following are the results of the survey and discussions:

1. 96%- Additional Staff for Academic Intervention
2. 85%- Additional Instructional resources
3. 85%- Social Emotional Health
4. 70%- Additional Technology and software
5. 56%- Professional Staff Development

During the development of the USD 462 ESSER III Plan, the district received input and a completed survey from about 95% of Certified Staff and received a completed survey and input from approximately 70% of Classified Staff. During the Regular August Teacher's Union meeting, the Supt. of Schools attended this meeting, shared ESSER III ideas from both Administration, and Board of Education and asked and received input from those teachers who attended this meeting. Our ESSER plan takes these recommendations from Teachers, Administration, School Board, and the teacher Union into consideration and their needs are ideas in the plan.

## **Tribes**

Through surveys and USD 462's student information database we were able to determine we had a total of 5 families (8 Students) who identified as Native American on the survey, which is a very small group. This represents 2.67% of our total student population. Through conversation and surveys with the families that identified as Native American, this group conveyed the following areas as to where ESSER III funding should be spent:

1. 87%- Additional Staff for Academic Intervention
2. 75%- Additional Technology and Software
3. 75%- Social Emotional Health
4. 63%- Additional Instructional Resources
5. 63%- Extended Learning Opportunities

Our ESSER plan takes these recommendations from Native American students and families into consideration and their needs are ideas in the plan.

## **Civil Rights Organization including Disability Rights Organizations**

USD 462 sought information and input regarding ESSER III spending and resources from the Kansas Action for Children Organization. The President of that organization stated he was concerned with Early Childhood Learning, Early Childhood Care, Child Nutrition, and Social/Emotional Support for families following the pandemic. He indicated he would like to see educational organizations take a strong look at making sure social/emotional support was provided to families. Certified Staff Development in social/emotional areas, early childhood, and early elementary instruction was suggested as areas to address to afford students a better opportunity for academic development.

USD 462 does not have any organizations within our district representing this group of students and parents. Through our survey we received the following input from this stakeholder community which includes Students with Disabilities, Parents with Disabilities, and Incarcerated Parent (11 Individuals who gave us input or responded to our surveys):

1. 91%- Social Emotional Health
2. 82%- Additional Staff for Academic Intervention
3. 73%- Additional Instructional Resources
4. 64%- Additional Technology and Software
5. 64%- Professional Staff Development

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Students with Disabilities (4 students who identified as Disabled)-

100%- Additional Instructional Resources

100%-Social Emotional Health

75%-Additional Staff for Academic Intervention

75%-Additional Technology and Software

50%-Professional Staff Development

Our ESSER plan takes these recommendations from Students with Disabilities into consideration and their needs are ideas in the plan.

Foster Care- USD 462 does not have any Students in Foster Care at this time.

Migratory Students- USD 462 does not have any Migratory Students at this time.

ESL- USD 462 does not have any Students who would be considered English as Second Language Learners at this time.

Homelessness- USD 462 does not have any students who are experiencing Homelessness at this time.

## **Provide the public the opportunity to provide input and take such input into account**



USD 462 provided the public opportunity to provide input into ESSER III in the following ways:

- Invited Patrons and Parents to Board of Education Meetings to provide ESSER III input, if they desired. Board of Education discussed ESSER III, at length on several occasions in open session of Regular Board Meetings.
- Encouraged through the District Website, Building Newsletters, and Social Media outlets to share input with Administration, and Board of Education Members.
- Principals held Building Staff Meetings to discuss ESSER III.
- Principals discussed with Attendance Center Student Leadership groups such as Student Council and others.
- Provided information to Parents during Parent/Teacher Conferences.
- Published information in Building and USD 462 Newsletters.
- Emailed an ESSER III Survey requesting input to every Student, Staff member, and Parent
- Posted and distributed Flyers and Pamphlets to USD 462 Businesses including a QR Code inviting Parents and Patrons to provide input

USD 462 had a 60% participation and response rate from our Community Patrons regarding best use of ESSER III monies for our School District. Most Community Patrons indicated they were happy with development of the USD462 ESSER III plan and wished the district would use ESSER III Funds for the following:

1. Additional Staff for Academic I
2. Social Emotional Health
3. Additional Instructional resources
4. Additional Technology and software
5. Professional Staff Development

USD 462 ESSER plan takes these Community Patron recommendations into consideration and their needs are ideas in the plan.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

USD 462, Central Burden Schools, approached the 2021-22 school year with the goal of having school operation as normal as COVID-19 would allow. We were successful, as USD 462, only missed normal school days due to weather in 2020-21 or 2021-22. USD 462 did not develop or implement any remote learning option for students for the 2021-22 or 2021-22 school year. We had sporadic and unpredictable academic achievement during remote learning in the Spring of 2020 and chose not to pursue remote learning. Administration, staff, and the Board of Education were in consensus with in-person education as the best and only option. USD 462 operated to some degree normally, while implementing new COVID procedures beginning in August of 2020 and then again, in August of 2021.

Using STAR 360 and the DIBELS screening tool, USD 462 observed that, while exercising remote learning in the Spring of 2020, we had limited or no academic growth, PreK-12 in Reading and Math. When school began in August of 2020 and again in August of 2021, it was USD 462's goal to address the lack of academic progress with intense reading and math instruction, rigorous professional staff development, approved evidence-based reading and math interventions, and face to face in-person learning. Since returning to in person learning USD 462 is seeing some improvement in the curriculum areas of Reading and Math.

Possibly, the group of students who were impacted academically and socially-emotionally the most by COVID were the 2019-20 Kindergarten students. USD 462 observed academic, emotional, and behavioral issues with this group of students. At this time, USD 462 continues to witness some academic and emotional issues with what are now Third Grade students and we plan to continue addressing their needs with a portion of ESSER III grant funding.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

USD 462 Central Burden Schools will use ESSER III funds to address academic recovery, strengthen instruction and curriculum, provide updated technology devices for students, provide smaller learning groups by employing more adult teachers and teacher aides, operate both after school and summer learning programs, address Social/Emotional issues with students, staff, and parents through utilization of School Social Workers. Effective KSDE practices that will be utilized include but not limited to:

- MTSS
- Amplify
- Cognitive Guided Instruction
- Bridges in Mathematics
- Core Knowledge Language Arts
- Trauma Informed Crisis Intervention
- Read Naturally
- Restorative practices
- Champs classroom/school
- Small group instruction
- The Leader in Me
- Differentiated Instruction
- Frog Street
- Response to Intervention RTI

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

After discussion with Board of Education, Administration, Staff, Students, Community, and other stakeholders the following is a consensus of those stakeholders to use ARP ESSER funds in the following manner:

Increase both Professional and Classified Staff to address learning loss, distancing, and to ensure smaller group instruction sizes

Rigorous Professional Staff Development to address academic recovery, and social/emotional well-being of staff and students  
Upgrading technology equipment, and purchasing up to date personal computer devices (Chromebooks) to increase and improve student access to curriculum, and academic programs. Upgrade on campus network to efficiently operate a large number of personal technology devices.

Utilize effective practices and their curricula/materials to address academic learning loss, and aid in academic recovery.

Provide Social Workers in both USD 462 Attendance Centers to address social/emotional issues that may be present with students and staff

### **How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The LEA will ensure that interventions provided at Central USD 462 will address not only the academic loss, but also the social emotional and mental health needs of its students. Central Schools have incorporated social emotional and mental health in its MTSS model as well as their Students of Concern Meetings between Building Principals and Certified Staff.

Administration addresses staff concerns during our Students of Concern meetings as well as use our SRSS/SIBBS social/emotional screener to identify students in need.

Our social workers and counselors at both Central Elementary and Central Junior-Senior High provide students with individualized and or small group lessons that meet the concerns of staff and/or students.

To close the achievement gaps of all students and subgroups, Central Schools will provide professional development to staff in areas that address high impact instructional strategies, using data to drive instruction, best practices in reading and mathematical instruction, and research-based interventions. Central Schools will prioritize adoption of relevant and rigorous curriculum, prioritize time for intervention and continue to build social skills through The Leader In Me district wide.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$658,190	\$0	\$658,190	ESSER III Allocations	\$131,638
Approved Total	\$610,763	\$0	\$610,763	Approved Total	\$141,742
Amount Left	\$47,427	\$0	\$47,427	Amount Still Needed	\$0
In Review Total	\$47,427	\$0	\$47,427	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
462-3-0033	Direct	False	1000	600	12	\$47,427	Task Force Review
462-3-0001	Direct	False	1000	110	3	\$30,000	Approved
462-3-0002	Direct	False	1000	220	3	\$2,294	Approved
462-3-0003	Direct	False	2130	110	16	\$5,000	Approved
462-3-0004	Direct	False	2130	220	16	\$384	Approved
462-3-0005	Direct	False	1000	700	9	\$89,700	Approved
462-3-0006	Direct	False	2113	110	10	\$110,000	Approved
462-3-0007	Direct	False	2113	220	10	\$8,524	Approved
462-3-0008	Direct	False	2113	110	10	\$12,000	Approved
462-3-0009	Direct	False	2113	220	10	\$304	Approved
462-3-0010	Direct	True	1000	120	3	\$41,100	Approved
462-3-0011	Direct	True	1000	220	3	\$3,144	Approved
462-3-0012	Direct	False	1000	600	12	\$53,955	Approved
462-3-0013	Direct	False	1000	600	12	\$5,600	Approved
462-3-0014	Direct	True	1000	600	12	\$1,500	Approved
462-3-0015	Direct	False	2600	120	16	\$32,000	Approved
462-3-0016	Direct	False	2600	220	16	\$2,448	Approved
462-3-0017	Direct	True	1000	100	12	\$16,800	Approved
462-3-0018	Direct	True	1000	220	12	\$1,350	Approved
462-3-0019	Direct	False	1000	600	10	\$40,000	Approved
462-3-0020	Direct	False	1000	350	12	\$19,000	Approved
462-3-0021	Direct	False	1000	110	16	\$42,000	Approved
462-3-0022	Direct	False	1000	600	3	\$6,000	Approved
462-3-0023	Direct	True	2213	330	12	\$16,000	Approved
462-3-0024	Direct	True	1000	110	16	\$6,000	Approved
462-3-0025	Direct	True	1000	220	16	\$458	Approved
462-3-0026	Direct	True	2213	330	3	\$50,000	Approved
462-3-0027	Direct	False	1000	735	9	\$8,250	Approved
462-3-0029	Direct	False	2200	120	16	\$1,450	Approved
462-3-0030	Direct	False	2200	220	16	\$112	Approved

462-3-0031	Direct	True	1000	120	3	\$5,000	Approved
462-3-0032	Direct	True	2200	220	16	\$390	Approved

## Line Item Details

Line Item ID: 462-3-0033

**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**

Instructional Supplies

**Account Number**

66673

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Using the KSDE approved Evidence-Based Practice, My Perspectives, English-Language Arts Curriculum, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Implementing the My Perspectives English-Language Arts curriculum is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$47,427
<b>Total Expenditures</b>	\$47,427

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 462-3-0001

**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**

Sub Teacher Salary

**Account Number**

66671

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Full Time Substitute/Aide-USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic by hiring a full time substitute teacher. This includes learning loss of students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. By employing a full time substitute, USD 462 will work to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic. Due to the pandemic, USD 462 has observed increased staff absences which directly impacts student learning. The full time substitute will help to provide additional supervision after school in a designated area in order to better maintain social distance while students wait for school transportation. The full time substitute will help to ensure consistent education is provided to USD 462 students regardless of staff absences. The full time substitute will help to create smaller class sizes which will benefit the health and safety of all students and staff. The full time substitute will help to create smaller class sizes in order to be able to improve instruction and provide remediation for those impacted with learning loss by the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Approved

Line Item ID: 462-3-0002

**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**

Sub.Teacher FICA

**Account Number**

66670

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Substitute Tchr. FICA-benefit expenditure related to salary

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,147**Budgeted Expenditures in SFY 2023** \$1,147**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,294**Status**

Approved

Line Item ID: 462-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Nurse Salary

**Account Number**

66632

**Function Code**

2130 - Health Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Extra Nurse Hours-Extra salary expenditure to address more time needed to address pandemic related duties

**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** \$0**Total Expenditures** \$5,000**Status**

Approved

Line Item ID: 462-3-0004

**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**

Nurse FICA

**Account Number**

66631

**Function Code**

2130 - Health Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Nurse FICA-benefit expenditure related to salary

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$192
<b>Budgeted Expenditures in SFY 2023</b>	\$192
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$384</u>

**Status**

Approved

Line Item ID: 462-3-0005

**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**

Inst.Tech Equip.

**Account Number**

66672

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Student Chromebooks-USD 462 plans to replace older student chromebooks with updated student devices on a 2 year plan. (SFY 2022 and SFY 2023) An upgrade and replacement to our current student computer inventory will allow USD 462 students and teachers to access and increase the volume of academic information to students, be more interactive with students, and allows for USD 462 students to use programs in a more effective manner. With this upgrade in student computer devices, USD 462 seeks to begin academic recovery and address any learning loss of all students related to the pandemic. This includes students from all student subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. An upgraded computer inventory is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic. In the event USD 462 has to or needs to return to remote learning in the future, these upgraded Chromebooks will be crucial to access technology for their instruction. 300 students@\$299 per Chromebook = \$ 89,700

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$44,850
<b>Budgeted Expenditures in SFY 2023</b>	\$44,850
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$89,700</u>

**Status**

Approved

**Line Item Comment from KSDE**

Line Item ID: 462-3-0006



**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**

Soc. Worker HS Salary

**Account Number**

66634

**Function Code**

2113 - Social Work Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 462 plans to use ESSER III monies for salary of a Certified School Social Worker at the 7th-12th Grade level. USD 462 seeks to not only address academic recovery, and learning loss of students, but also confront social, emotional and mental health issues staff, students, and parents may experience related to the pandemic. This includes students from all student subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Employment of a 7-12th Grade Social Worker is intended to restore student academic growth, provide support to staff, students, and parents, and close achievement gaps that may have been exacerbated due to social, emotional, and mental health issues directly related to the pandemic.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$55,000**Budgeted Expenditures in SFY 2023** \$55,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$110,000**Status**

Approved

Line Item ID: 462-3-0007

**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**

Soc. Worker HS FICA

**Account Number**

66633

**Function Code**

2113 - Social Work Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Worker FICA-benefit expenditure related to salary

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,262**Budgeted Expenditures in SFY 2023** \$4,262**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$8,524**Status**

Approved

Line Item ID: 462-3-0008

**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**

Soc. Worker Elem. Salary

**Account Number**

66634

**Function Code**

2113 - Social Work Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 462 plans to use ESSER III monies for partial salary of a Certified School Social Worker at the PreK-6th Grade level. USD 462 seeks to not only address academic recovery, and learning loss of students, but also confront social, emotional and mental health issues staff, students, and parents may experience related to the pandemic. This includes students from all student subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Employment of a PreK-6th Grade Social Worker is intended to restore student academic growth, provide support to staff, students, and parents, and close achievement gaps that may have been exacerbated due to social, emotional, and mental health issues directly related to the pandemic. Remainder of Social Worker salary is paid by MHIT Grant.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$6,000**Budgeted Expenditures in SFY 2023** \$6,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,000**Status**

Approved

Line Item ID: 462-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social worker Elem. FICA

**Account Number**

66634

**Function Code**

2113 - Social Work Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Worker Elem. FICA-benefit expenditure related to salary

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$152**Budgeted Expenditures in SFY 2023** \$152**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$304**Status**

Approved

Line Item ID: 462-3-0010

**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**

Tchr. Aide Salary

**Account Number**

66635

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employing 2 extra Reading Aides and using KSDE approved evidence based practices of small-group instruction, and small group interventions, USD 462 seeks to begin academic recovery and any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Employing 2 Reading Aides is intended to restore student academic growth and close achievement gaps that may have been exacerbated lost due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,550
<b>Budgeted Expenditures in SFY 2023</b>	\$20,550
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$41,100

**Status**

Approved

Line Item ID: 462-3-0011

**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**

Tchr. Aide FICA

**Account Number**

66666

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Reading Aide FICA-benefit expenditure related to salary

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,572
<b>Budgeted Expenditures in SFY 2023</b>	\$1,572
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$3,144

**Status**

Approved

Line Item ID: 462-3-0012

**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**

Inst. Supplies

**Account Number**

66673

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Using the KSDE approved Amplify Reading Curriculum, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Implementing the Amplify Reading curriculum is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$48,955
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$53,955</u>

**Status**

Approved

Line Item ID: 462-3-0013

**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**

Inst. Supplies

**Account Number**

66673

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Using the KSDE approved Really Great Reading Program, USD 462 seeks to begin academic recovery and address learning loss from students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Implementing the Really Great Reading Program is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,800
<b>Budgeted Expenditures in SFY 2023</b>	\$2,800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,600</u>

**Status**

Approved

Line Item ID: 462-3-0014

**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**

Inst. Supplies

**Account Number**

66673

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Using the KSDE approved Read Naturally Program, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Implementing the Read Naturally Program is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Approved

Line Item ID: 462-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Custodial Salary

**Account Number**

66630

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Extra Custodial Hrs-Salary for addressing extra and more sanitation/hygiene time needed for pandemic related duties. The addition of this person for sanitation/hygiene purposes will help to protect our schools from the spread of Covid-19 and its variants. In addition this position will help our students and staff have a safe, healthy place for instruction and learning. 1 extra custodial staff member, 1216 work hours @ \$13.16 per hour.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$16,000
<b>Budgeted Expenditures in SFY 2023</b>	\$16,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$32,000</u>

**Status**

Approved

Line Item ID: 462-3-0016

**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**

Custodial FICA

**Account Number**

66667

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Extra Custodial FICA-benefit expenditure related to salary

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,224
<b>Budgeted Expenditures in SFY 2023</b>	\$1,224
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,448</u>

**Status**

Approved

Line Item ID: 462-3-0017

**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**

Prof. Dev Tchr./Aides

**Account Number**

66669

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 462 plans to pay Certified Staff a rate of \$20 per hour for Non-Contract time that is needed for USD 462 to begin academic recovery and address any learning loss of students related to the pandemic. This includes development of academic strategies for students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Using Non-Contract time to develop strategies is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,800
<b>Budgeted Expenditures in SFY 2023</b>	\$8,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$16,800</u>

**Status**

Approved

Line Item ID: 462-3-0018

**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**

Extra Duty FICA

**Account Number**

66668

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Non Contract Time Salary FICA-benefit expenditure related to salary

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$675
<b>Budgeted Expenditures in SFY 2023</b>	\$675
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,350</u>

**Status**

Approved

Line Item ID: 462-3-0019

**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**

Soc/Emot Curr

**Account Number**

66673

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 462 plans to use the KSDE approved and evidence based The Leader in Me Leadership Program with PK-12th Grade and Staff. USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. By implementing the The Leader in Me Leadership Program District wide for staff and students it is intended to restore student academic growth, close achievement gaps, and address Social-Emotional Issues that may have been exacerbated due to the pandemic. The Leader in Me Leadership Program will lay the foundation for sustained academic achievement and recovery from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,000
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Approved

Line Item ID: 462-3-0020



**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**

Prof. Dev Tchr./Aides

**Account Number**

66674

**Function Code**

1000 - Instruction

**Object Code**

350 - Technical Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 462 plans to utilize Educational Service Centers (Orion&Greenbush) for Professional Development of Certified Staff. In having staff attend academic professional development seminars, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. By having staff attend these seminars, the intention is to restore student academic growth, close achievement gaps, and address Social-Emotional Issues that may have been exacerbated due to the pandemic. We have approximately 30 Certified Staff members in our district with an anticipated cost of \$300 per staff member. ESSER III Funds will be used to pay for USD 462 base membership fees (\$9500 for each year the next 2 years SFY 2022 and SFY 2023) related to School Academic Improvement Services.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,500
<b>Budgeted Expenditures in SFY 2023</b>	\$9,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$19,000</u>

**Status**

Approved

Line Item ID: 462-3-0021

**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**

Tchr Salary/Tchr. Aide/Custodial

**Account Number**

66669

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide retention-incentive pay for the purpose of retaining staff and recognizing that staff has used non contract time for the purpose of academic recovery, addressing learning loss, and meeting social emotional needs of students that have been affected by the COVID pandemic. USD 462 needs to retain current staff. We lost 33% of staff due to COVID 19 issues. USD 462's intention is to provide a stipend using ESSSER III Monies to retain more staff, and entice staff to continue working for USD 462.

\$500 per Full time staff and \$250 for part time staff. Once during the SFY 2022 and once during SFY 2023. 26 Teachers, 13 Classified employees, 1 School Nurse, 2 Social Workers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$21,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$21,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$42,000
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**Status**

Approved

**Line Item Comment from KSDE**

Line Item ID: 462-3-0022

**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**

Inst. Supplies

**Account Number**

66673

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Using the KSDE approved College readiness software and materials such as Xello, and ACT Prep, USD 462 plans to assist students to build self-knowledge, and explore post-secondary opportunities that may have gone off-track due to the pandemic.

With Xello USD 462 seeks use these materials for a K-12 online program that fully engages every student in building the skills, knowledge, and plans for future success — regardless of background, ability, low income, disability or race.

ACT Prep materials will assist USD 462 in addressing students who seem less inclined to enroll in college because they were so uncertain of what school would look like. The experience of switching from in-person to virtual learning and back again has taken a toll.

Due to the effects of Covid-19, USD 462 students have not engaged in the same amount of College/Career activities, or had access to skill development to be career ready. ESSER III Funds would be used to address these issues.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Inst. Supplies

**Account Number**

66674

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Using the KSDE approved Multi-Tier System of Supports remedial practice , USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Implementing the Multi-Tier System of Supports is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic. Professional Teacher Development provided by Orion Educational Service Center mainly for Grades 7-12. Orion provides guidance to Principals and certified staff as related to organizing, coordinating, and managing the effective practice of MTSS. Some of this Professional Development will be done during USD 462 Inservice Days.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,000
<b>Budgeted Expenditures in SFY 2023</b>	\$8,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$16,000</u>

**Status**

Approved

Line Item ID: 462-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Rdg. Coach

**Account Number**

66669

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Paying a stipend to a Certified Teacher to serve as a Reading Coach, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. It is anticipated that non contract time will be utilized to identify, prepare, organize and distribute reading curriculum for staff. Implementing a Certified Teacher to act as a Reading Coach is intended to restore student academic growth and close achievement gaps that may have been exacerbated lost due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$6,000

**Status**

Approved

**Line Item Comment from KSDE**

Line Item ID: 462-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Rdg Coach FICA

**Account Number**

66668

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Rdg. Coach FICA-benefit expenditure related to salary

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$229
<b>Budgeted Expenditures in SFY 2023</b>	\$229
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$458</u>

**Status**

Approved

Line Item ID: 462-3-0026

**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**

Prof. Dev.

**Account Number**

66674

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

In using KSDE Evidence-Based Approved Practices, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Providing Staff Development and implementing the KSDE approved practices is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic. USD 462 plans to have Certified Staff attend Professional Development that addresses Cognitive Guided Instruction, Core Language Arts, Read Naturally, Bridges in Mathematics, Differentiated Instruction, Trauma Informed Student Crisis Intervention and CHAMPS.

Cognitive Guide Instruction 12 Teachers SFY 2022 \$4680 SFY 2023 \$4680

Core Lang. Arts 30 Teachers SFY 2022 \$11120 SFY 2023 \$11120

Read Naturally 30 Teachers SFY 2022 \$1500 SFY 2023 \$1500

Bridges in Mathematics 12 Teachers SFY 2022 \$2100 SFY 2023 \$2100

Differentiated Instruction 30 teachers SFY 2022 \$2250 SFY 2023 \$2250

Trauma Informed 30 Teachers SFY 2022 \$1250 SFY 2023 \$1250

Champs 30 teachers SFY 2022 \$2100 SFY 2023 \$2100

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$25,000**Budgeted Expenditures in SFY 2023** \$25,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$50,000**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Go Guardian

**Account Number**

65770

**Function Code**

1000 - Instruction

**Object Code**

735 - Technology -Related Software

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Go Guardian is a tool that provides insights into our students' online behavior. Go Guardian alerts allow USD 462 staff to identify those children and students in need of extra academic attention and counseling which will help USD 462, its students and families.

USD 462 staff will utilize Go Guardian to ensure that students are following the lesson, monitor student progress while using Chromebooks. Using Go Guardian will assist USD 462 to begin academic recovery and address any learning loss of all students related to the pandemic. This includes students from all student subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Go Guardian is intended to help restore student academic growth and close achievement gaps that may have been exacerbated lost due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,125
<b>Budgeted Expenditures in SFY 2023</b>	\$4,125
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,250</u>

**Status**

Approved

Line Item ID: 462-3-0029



**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**

Technology Tech Aide

**Account Number**

66676

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Tech. Aide Hrs.-Part time personnel employment hours for addressing increase in technology issues due to anticipated extra usage related to extra and new inventory. USD 462 plan on utilizing extra tech hours for teacher and student support with technology devices. With properly operating technology, USD 462 seeks to begin academic recovery and address any learning loss of all students related to the pandemic. This includes students from all student subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. An upgraded computer inventory, in good working condition is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic. 1 technology aide, 60 extra hours= \$725

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$725
--	-------

<b>Budgeted Expenditures in SFY 2023</b>	\$725
--	-------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$1,450</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Line Item ID: 462-3-0030

**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**

Tech Aide FICA

**Account Number**

66677

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Tech Aide FICA-benefit expenditure related to salary

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$56
<b>Budgeted Expenditures in SFY 2023</b>	\$56
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$112</u>

**Status**

Approved

Line Item ID: 462-3-0031

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Tutor

**Account Number**

66635

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

By implementing a Non School Day Extended Learning Program and an after school tutoring program, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Implementing a Non School Day Program and an After School Tutoring Program is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic. ESSER III Funds received will be used to pay staff \$25 per hour for monitoring and supervising these programs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

Line Item ID: 462-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School FICA

**Account Number**

66677

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Benefit expenditure related to after school salary and non school day salary

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$195
<b>Budgeted Expenditures in SFY 2023</b>	\$195
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$390</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0480

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Liberal	7 Parkway Blvd, Liberal, KS 67901	Box 949, Liberal, KS 679050949
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Todd Carter	todd.carter@usd480.net	(620) 604-1010

## 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>
Todd Carter	Superintendent	todd.carter@usd480.net	(620) 604-1010
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Nila Newton		nila.newton@usd480.net	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
Jerry Clay		jerry.clay@usd480.net	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd480.net/article/498559>

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

USD 480 has worked with various entities in our community to make sure we are continuing to follow the most up-to-date CDC and KDHE guidance as we have moved through this pandemic. Our District Plan for Safe Return to In-Person Instruction and Continuity of Services directly incorporates CDC recommended mitigation strategies for the safe reopening and operation of our schools. This includes following state and local regulations/mandates for the proper use of masks, supporting our student, teacher, school leader and family community to engage in hygiene practices such as frequent handwashing, and more. ESSER funds will be used to support the specific, CDC-recommended strategies to include:

- 1) USD 480 will continue to provide additional hand sanitizing stations, make masks available to any person who enters one of our buildings, practice social distancing, continuing to disinfect surfaces, and work closely with the Seward County Health Department to identify and mitigate any COVID-19 outbreaks.
- 2) We will continue to provide stations at the entrance of each building for individuals to check their temperature before entering the building.
- 3) USD 480 has added an additional nurse to help identify and contain COVID cases within our school system; this additional nurse has also allowed our head nurse to spend more time working with the Seward County Health Department without losing a nurse at one of our schools.
- 4) USD 480 has also begun the process of upgrading our ventilation systems at our older buildings to insure they are up to the highest and most current standards and ensuring ventilation systems in schools operate properly when facilities are occupied to increase air turnover.
- 5) We have closed off all public water fountains to reduce the risk of transmission while providing alternative sources of hydration.
- 6) USD 480 will continue cleaning frequently used surfaces with increased focus on "touch point sanitation" (such as door handles, handrails and bathrooms) and will ensure the provision of personal protective equipment.

In addition to the above CDC-supported mitigation strategies, we will continue to work with the Seward County Health Department on a routine basis to follow the KDHE guidelines for contact tracing, isolation and quarantine orders. USD 480 will make reasonable accommodations for children with disabilities and will provide tiered support and disability services to meet the individual academic needs of all students. Staff social, emotional and mental health services will be addressed through grant supported professional development and health/mental health benefits provided by the District.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

In addition to making our 9-part survey available to all students, we specifically targeted a cross-section of students that would give us a good representation of our total student population for an in-person survey. During the survey process, we explained the importance of their responses to the survey on the future of our school system. The students we directly reached out to and surveyed provided USD 480 with meaningful and thoughtful responses. They listed "Staff Quality and Retention" as well as "Social-Emotional Learning" as chief concerns moving forward. They also emphasized that the COVID-19 pandemic added additional strain to their mental health and were grateful to be able to return to in-person learning where they were able to see their counselors and teachers everyday.

USD 480 ESSER III Survey - Students

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices	Response	Percent	Responses
Parent	0.0%	0	
Student	100.0%	19	
Community Member	0.0%	0	

Business Owner 0.0% 0  
 External Service Provider for Students 0.0% 0  
 Staff Member 0.0% 0  
 Other (please specify) 0.0% 0  
 Answered 19  
 Skipped 0

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply)

Answer Choices Response Percent Responses  
 Tribes 0.0% 0  
 Civil Rights Organizations (including disability rights) 5.26% 1  
 Representing interests of children with disabilities 5.26% 1  
 Representing interests of children with English Language Learners 5.26% 1  
 Representing interests of children experiencing homelessness 5.26% 1  
 Representing interests of children in foster care 5.26% 1  
 Representing interests of migratory students 5.26% 1  
 None 94.74% 18  
 Other (please specify) 0.0% 0  
 Answered 19  
 Skipped 0

Q3. If you have children, which grade levels are they currently in? (select all that apply)

Answer Choices Response Percent Responses  
 PreK-5 0.0% 0  
 6-8 0.0% 0  
 9-12 0.0% 0  
 I do not have children in the school system. 100.0% 18  
 Answered 18  
 Skipped 1

Q4. Please rate the level of importance for the following learning opportunities:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Summer School	0	9	7	3	19
Afterschool Programs	0	7	6	6	19
Personalized Interventions	0	3	10	6	19
Enhanced Technology	0	3	8	8	19

Answered 19  
 Skipped 0

Q5. Please rate the level of importance for the following learning materials:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Reading materials and interventions	0	4	10	5	19
Math materials and interventions	0	4	9	6	19
English materials and interventions	0	6	9	4	19
English Language Learner materials and interventions	0	5	5	9	19
Science materials and interventions	0	4	10	5	19
Social Studies materials and interventions	0	5	11	3	19

Answered 19  
 Skipped 0

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-awareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Social Emotional Learning curriculum and assessments	0	2	9	8	19
Parent Resources	0	4	6	9	19
Staff and administrator training	0	2	6	11	19
Evaluation of the Social Emotional Learning Program	0	3	7	9	19
Answered	19				
Skipped	0				

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Staff quality and retention (paraprofessionals, administrators, support staff)	0	3	9	7	19
Teacher quality and retention	0	2	8	9	19
Support for specific student populations (Special Education, English Language Learners)	0	3	6	10	19
Data support for teachers and administrators	0	4	12	3	19
Answered	19				
Skipped	0				

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Heating, Ventilation, and Air Conditioning upgrades	0	1	10	8	19
Enhanced cleaning technology	0	3	8	7	18
Answered	19				
Skipped	0				

Q9. Please add any other strategies or suggestions we should be considering.

Answered 10

Skipped 9

## Families

We provided access to our 9-part survey to every family in our district through every digital modality at our disposal. We provided the survey in both English and Spanish to accommodate the population we serve. Our local media outlets also helped us remind and encourage our families of the importance of the survey. Over 44 percent of all of our respondents were parents of at least one student in our district.

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices Response Percent Responses

Parent 100.0% 92

Student 0.0% 0

Community Member 27.17% 25

Business Owner 13.04% 12

External Service Provider for Students 0.0% 0

Staff Member 33.7% 31

Other (please specify) 4.35% 4

Answered 92

Skipped 0

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply)

Answer Choices Response Percent Responses

Tribes 6.98% 6

Civil Rights Organizations (including disability rights) 9.3% 8

Representing interests of children with disabilities 22.09% 19

Representing interests of children with English Language Learners 10.47% 9

Representing interests of children experiencing homelessness 8.14% 7

Representing interests of children in foster care 11.63% 10

Representing interests of migratory students 8.14% 7

None 65.12% 56

Other (please specify) 1.16% 1

Answered 86

Skipped 6

Q3. If you have children, which grade levels are they currently in? (select all that apply)

Answer Choices Response Percent Responses

PreK-5 42.39% 39

6-8 45.65% 42

9-12 44.57% 41

I do not have children in the school system. 3.26% 3

Answered 92

Skipped 0

Q4. Please rate the level of importance for the following learning opportunities:

Answer Choices Not Important Somewhat Important Important Very Important Total

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Summer School	13	24	36	17	90
Afterschool Programs	8	18	35	28	89
Personalized Interventions	4	12	30	42	88
Enhanced Technology	6	13	33	24	76

Answered 92

Skipped 0

Q5. Please rate the level of importance for the following learning materials:

Answer Choices Not Important Somewhat Important Important Very Important Total

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Reading materials and interventions	0	6	33	50	89
Math materials and interventions	0	5	37	46	88
English materials and interventions	1	7	37	38	83
English Language Learner materials and interventions	3	7	33	38	81
Science materials and interventions	2	13	36	28	79
Social Studies materials and interventions	3	16	34	27	80



Answered 92  
 Skipped 0

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-awareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Social Emotional Learning curriculum and assessments	6	14	33	36	89
Parent Resources	5	22	32	30	89
Staff and administrator training	3	13	28	43	87
Evaluation of the Social Emotional Learning Program	5	19	32	31	87

Answered 91  
 Skipped 1

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Staff quality and retention (paraprofessionals, administrators, support staff)	0	4	25	60	89
Teacher quality and retention	0	3	18	69	90
Support for specific student populations (Special Education, English Language Learners)	3	12	25	48	88
Data support for teachers and administrators	11	15	34	28	88

Answered 91  
 Skipped 1

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Heating, Ventilation, and Air Conditioning upgrades	4	10	30	46	90
Enhanced cleaning technology	8	12	43	28	91

Answered 91  
 Skipped 1

Q9. Please add any other strategies or suggestions we should be considering.  
 Answered 28  
 Skipped 64

All of our school and district administrators, including our special education administrators, were encouraged to participate in our district-wide survey. Our results showed that we were able to collect insightful information from a high percentage of our district administrators.

Survey responses were received anonymously, which we believe encouraged more candid input from our respondents. Administrators from every level of USD 480 have been able to provide input throughout the entire ESSER process and have had unrestricted access to the District Leadership Team and the Superintendent.

We did not collect responses from administrators separately from other staff - their responses will be included below.

## Teachers, Principals, School leaders, other Educators, School Staff and their Unions

USD 480 made the ESSER survey available to every staff member of the district via our school email system, as well as on our district website. Over forty-four percent (44%) of all respondents stated they were employed by USD 480. Administrative teams at each facility were encouraged to work together to discuss pandemic related issues that ESSER funding could help resolve, both on a district level as well as at the campus level and to provide those results to the District Leadership Team. Input from the survey as well as feedback from our administrators was considered in the development of this application.

### USD 480 ESSER III Survey - Staff

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices Response Percent Responses

Parent 33.33% 31

Student 0.0% 0

Community Member 15.05% 14

Business Owner 2.15% 2

External Service Provider for Students 0.0% 0

Staff Member 100.0% 93

Other (please specify) 0.0% 0

Answered 93

Skipped 0

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply)

Answer Choices Response Percent Responses

Tribes 7.32% 6

Civil Rights Organizations (including disability rights) 7.32% 6

Representing interests of children with disabilities 19.51% 16

Representing interests of children with English Language Learners 15.85% 13

Representing interests of children experiencing homelessness 12.2% 10

Representing interests of children in foster care 12.2% 10

Representing interests of migratory students 14.63% 12

None 62.2% 51

Other (please specify) 3.66% 3

Answered 82

Skipped 11

Q3. If you have children, which grade levels are they currently in? (select all that apply)

Answer Choices Response Percent Responses

PreK-5 20.45% 18

6-8 14.77% 13

9-12 17.05% 15

I do not have children in the school system. 61.36% 54

Answered 88

Skipped 5

Q4. Please rate the level of importance for the following learning opportunities:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Summer School	8	14	38	30	90
Afterschool Programs	3	18	34	35	90
Personalized Interventions	2	6	32	50	90
Enhanced Technology	4	21	31	27	83
Answered	92				
Skipped	1				

Q5. Please rate the level of importance for the following learning materials:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Reading materials and interventions	1	4	27	57	89
Math materials and interventions	1	4	34	51	90
English materials and interventions	3	5	39	39	86
English Language Learner materials and interventions	4	7	35	41	87
Science materials and interventions	1	9	47	26	83
Social Studies materials and interventions	2	9	48	27	86
Answered	92				
Skipped	1				

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-awareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Social Emotional Learning curriculum and assessments	7	14	34	34	89
Parent Resources	2	21	41	26	90
Staff and administrator training	3	15	27	45	90
Evaluation of the Social Emotional Learning Program	7	17	38	28	90
Answered	91				
Skipped	2				

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Staff quality and retention (paraprofessionals, administrators, support staff)	0	2	19	67	88
Teacher quality and retention	0	0	13	76	89
Support for specific student populations (Special Education, English Language Learners)	1	10	25	52	88
Data support for teachers and administrators	8	18	30	33	89
Answered	90				
Skipped	3				

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Heating, Ventilation, and Air Conditioning upgrades	0	10	34	46	90
Enhanced cleaning technology	4	16	38	32	90
Answered 91					
Skipped 2					

Q9. Please add any other strategies or suggestions we should be considering.

Answered 28

Skipped 65

## Tribes

While USD 480 does not service any particular tribe, we were able to identify and directly reach out to those we knew were members of a recognized tribal nation. We were able to receive and incorporate responses from those who identify as tribes members.

### USD 480 ESSER III Survey -Tribes

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices Response Percent Responses

Parent 54.55% 6

Student 0.0% 0

Community Member 36.36% 4

Business Owner 0.0% 0

External Service Provider for Students 0.0% 0

Staff Member 54.55% 6

Other (please specify) 0.0% 0

Answered 11

Skipped 0

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply)

Answer Choices Response Percent Responses

Tribes 100.0% 11

Civil Rights Organizations (including disability rights) 27.27% 3

Representing interests of children with disabilities 36.36% 4

Representing interests of children with English Language Learners 18.18% 2

Representing interests of children experiencing homelessness 18.18% 2

Representing interests of children in foster care 18.18% 2

Representing interests of migratory students 18.18% 2

None 0.0% 0

Other (please specify) 0.0% 0

Answered 11

Skipped 0

Q3. If you have children, which grade levels are they currently in? (select all that apply)

Answer Choices Response Percent Responses

PreK-5 0.0% 0

6-8 9.09% 1

9-12 45.45% 5

I do not have children in the school system. 54.55% 6

Answered 11

Skipped 0

Q4. Please rate the level of importance for the following learning opportunities:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Summer School	1	0	6	4	11
Afterschool Programs	0	1	4	6	11
Personalized Interventions	1	1	3	6	11
Enhanced Technology	0	2	2	5	9

Answered 11  
Skipped 0

Q5. Please rate the level of importance for the following learning materials:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Reading materials and interventions	0	0	5	5	10
Math materials and interventions	0	0	7	4	11
English materials and interventions	0	0	5	4	9
English Language Learner materials and interventions	0	0	6	4	10
Science materials and interventions	0	0	6	3	9
Social Studies materials and interventions	0	1	5	4	10

Answered 11  
Skipped 0

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-awareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Social Emotional Learning curriculum and assessments	0	2	5	4	11
Parent Resources	0	3	6	2	11
Staff and administrator training	0	2	4	4	10
Evaluation of the Social Emotional Learning Program	1	2	3	4	10

Answered 11  
Skipped 0

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Staff quality and retention (paraprofessionals, administrators, support staff)	0	0	5	6	11
Teacher quality and retention	0	0	1	10	11
Support for specific student populations (Special Education, English Language Learners)	0	2	6	2	10
Data support for teachers and administrators	3	2	5	1	11

Answered 11  
Skipped 0

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Heating, Ventilation, and Air Conditioning upgrades	0	0	3	8	11
Enhanced cleaning technology	0	1	7	3	11
Answered	11				
Skipped	0				

Q9. Please add any other strategies or suggestions we should be considering.

Answered 4  
Skipped 7

### Civil Rights Organization including Disability Rights Organizations

USD 480 took a targeted approach to Civil Rights and Disability Rights Organizations, in addition to making our survey available online. We were able to contact and receive feedback from individuals representing local organizations who stressed the importance of continued communication moving forward. Most respondents from these organizations put an emphasis on intervention materials and training, as well as anything that would promote inclusion and opportunities for all. Based on the input we received, USD 480 will look to provide transportation options to service a broader range of our population and begin offering Unified Bowling next school year to be facilitated with ESSER funding.

USD 480 ESSER III Survey - Civil Rights Organizations

Civil Rights - Who were the Civil Rights organizations reached out to?

NE Liberal Leadership  
LACF - Liberal Area Coalition for Families  
LULAC - League of United Latin American Citizens

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices	Response Percent	Responses
Parent	61.54%	8
Student	7.69%	1
Community Member	46.15%	6
Business Owner	23.08%	3
External Service Provider for Students	0.0%	0
Staff Member	46.15%	6
Other (please specify)	0.0%	0
Answered	13	
Skipped	0	

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply)

Answer Choices	Response Percent	Responses
Tribes	23.08%	3
Civil Rights Organizations (including disability rights)	100.0%	13
Representing interests of children with disabilities	84.62%	11
Representing interests of children with English Language Learners	53.85%	7
Representing interests of children experiencing homelessness	53.85%	7
Representing interests of children in foster care	61.54%	8
Representing interests of migratory students	46.15%	6

None 0.0% 0  
 Other (please specify) 0.0% 0  
 Answered 13  
 Skipped 0

Q3. If you have children, which grade levels are they currently in? (select all that apply)

Answer Choices Response Percent Responses

PreK-5 25.0% 3  
 6-8 16.67% 2  
 9-12 41.67% 5  
 I do not have children in the school system. 41.67% 5  
 Answered 12  
 Skipped 1

Q4. Please rate the level of importance for the following learning opportunities:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Summer School	1	3	5	4	13
Afterschool Programs	2	1	4	6	13
Personalized Interventions	1	0	5	7	13
Enhanced Technology	3	2	3	5	13

Answered 13  
 Skipped 0

Q5. Please rate the level of importance for the following learning materials:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Reading materials and interventions	0	0	6	7	13
Math materials and interventions	0	0	9	4	13
English materials and interventions	0	0	8	5	13
English Language Learner materials and interventions	0	1	6	6	13
Science materials and interventions	0	0	11	2	13
Social Studies materials and interventions	1	1	9	2	13

Answered 13  
 Skipped 0

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-awareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Social Emotional Learning curriculum and assessments	0	0	3	10	13
Parent Resources	0	2	3	8	13
Staff and administrator training	0	0	1	12	13
Evaluation of the Social Emotional Learning Program	1	1	2	9	13

Answered 13  
 Skipped 0

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
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Staff quality and retention (paraprofessionals, administrators, support staff)	0	0	4	9	13
Teacher quality and retention	0	0	2	11	13
Support for specific student populations (Special Education, English Language Learners)	0	0	5	8	13
Data support for teachers and administrators	3	3	5	2	13
Answered 13					
Skipped 0					

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Heating, Ventilation, and Air Conditioning upgrades	3	0	4	6	13
Enhanced cleaning technology	3	1	6	3	13
Answered 13					
Skipped 0					

Q9. Please add any other strategies or suggestions we should be considering.

Answered 7

Skipped 6

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

USD 480 was able to collect feedback from stakeholders representing students in every underserved category outlined by KSDE, as well as additional categories more unique to our service area . These categories include stakeholders that represent the interests of juvenile offenders and their families as well as groups that represent the interests of Hispanic/Latin-American students specifically. On average, USD 480 collected over 20 responses from each of the groups KSDE listed. Their concerns centered around maintaining in-person learning as well as providing summer school and afterschool programs.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students - Please address each of the individual subgroup and whether or not you have them. Also what were their responses when you reached out? We have responses from all groups except "children who are incarcerated" and the "other underserved students" category. Below you will find the disaggregated responses from the stakeholder groups we received responses from.

USD 480 ESSER III Survey - Rep. Children with Disabilities

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices Response Percent Responses

Parent 57.58% 19

Student 3.03% 1

Community Member 30.3% 10

Business Owner 15.15% 5

External Service Provider for Students 0.0% 0



Staff Member 48.48% 16  
 Other (please specify) 3.03% 1  
 Answered 33  
 Skipped 0

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply)

Answer Choices Response Percent Responses

Tribes 12.12% 4  
 Civil Rights Organizations (including disability rights) 33.33% 11  
 Representing interests of children with disabilities 100.0% 33  
 Representing interests of children with English Language Learners 39.39% 13  
 Representing interests of children experiencing homelessness 36.36% 12  
 Representing interests of children in foster care 42.42% 14  
 Representing interests of migratory students 36.36% 12  
 None 0.0% 0  
 Other (please specify) 0.0% 0  
 Answered 33  
 Skipped 0

Q3. If you have children, which grade levels are they currently in? (select all that apply)

Answer Choices Response Percent Responses

PreK-5 29.03% 9  
 6-8 22.58% 7  
 9-12 32.26% 10  
 I do not have children in the school system. 38.71% 12  
 Answered 31  
 Skipped 2

Q4. Please rate the level of importance for the following learning opportunities:

Answer Choices Not Important Somewhat Important Important Very Important Total

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Summer School	4	7	14	8	33
Afterschool Programs	3	6	14	9	32
Personalized Interventions	0	1	7	24	32
Enhanced Technology	7	4	9	10	30

Answered 33  
 Skipped 0

Q5. Please rate the level of importance for the following learning materials:

Answer Choices Not Important Somewhat Important Important Very Important Total

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Reading materials and interventions	0	0	14	19	33
Math materials and interventions	0	0	16	17	33
English materials and interventions	1	1	16	12	30
English Language Learner materials and interventions	1	2	14	14	31
Science materials and interventions	0	1	19	10	30
Social Studies materials and interventions	1	3	19	8	31

Answered 33  
 Skipped 0

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-

awareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Social Emotional Learning curriculum and assessments	1	3	8	21	33
Parent Resources	1	7	7	18	33
Staff and administrator training Evaluation of the Social Emotional Learning Program	2	2	4	25	33
Learning Program	4	4	6	18	32
Answered	33				
Skipped	0				

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Staff quality and retention (paraprofessionals, administrators, support staff)	0	0	6	27	33
Teacher quality and retention	0	0	2	31	33
Support for specific student populations (Special Education, English Language Learners)	0	3	4	26	33
Data support for teachers and administrators	6	3	11	12	32
Answered	33				
Skipped	0				

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

Answer Choices	Not Important	Somewhat Important	Important	Very Important	Total
Heating, Ventilation, and Air Conditioning upgrades	4	2	12	15	33
Enhanced cleaning technology	4	3	18	8	33
Answered	33				
Skipped	0				

Q9. Please add any other strategies or suggestions we should be considering.

Answered 18  
Skipped 15

#### USD 480 ESSER III Survey - Representing Migrant Students

Q1. What is your affiliation to USD 480? (Select all that apply)

Answer Choices	Response	Percent Responses
Parent	7	38.89%
Student	1	5.56%
Community Member	2	11.11%
Business Owner	1	5.56%
External Service Provider for		

**Provide the public the opportunity to provide input and take such input into account**

USD 480 used every outlet at its disposal to reach as many members of the public as possible. USD 480 utilized social media, traditional media, and word of mouth to ensure as many members of the community were reached. District administration regularly engages with community organizations to provide updates and receive feedback on our school district. USD 480 directly targeted members of the Liberal Chamber of Commerce, Liberal Rotary, local government officials, Southwest Medical Center in Liberal and the Seward County Health Department. Thirty-six percent (36%) of our respondents stated they were either a business owner or community member with chief concerns that included in-person learning and the retention and recruiting of qualified teachers and staff. The USD 480 administration is deeply entrenched in the Liberal community and continuously receives feedback and information regarding the concerns and challenges facing our community; community input is invaluable to our administrators and was sought throughout the ESSER process from as many different demographics as possible.

## Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

USD 480 is a Title I district serving 4,600+ students with a race/ethnicity between 82% and 84% Hispanic. All other race/ethnicities are less than 10% of the population. Twenty-two percent of our children under the age of 18 live in poverty. Free and reduced lunch enrollment averages 83%. The percentage of English Language Learners (ELL) is 47%. The number of migrant students has averaged 8% of the student population with the number of homeless students being served averaging around 250 per year. The percentage of students with disabilities ranges from 11% to 12.6%. In the past 5 years we have seen an increase in the number of unaccompanied youth, with 67 enrolling at the secondary level in 2021 and dropping out before graduation.

The COVID-19 pandemic resulted in emergency remote/hybrid instruction which had an immediate impact on the social emotional health of our students in addition to the learning loss they experienced. As a district, social emotional gains in perseverance, assertiveness, and self-efficacy had been 2%-4% per year. In 2020-21, we had a 4% loss in perseverance, assertiveness, and self-efficacy K-12. Liberal High School uses the Gallup Hope Index. During full remote learning in Spring 2020 and hybrid through March of 2021, we saw a steep decline in student engagement and hope. From Fall 2019 to Fall 2021, LHS student trends showed an 18% increase (22% to 40%) in students being discouraged about their future. There was also an 11% drop (81% to 70%) in student perception that they would have a good job in the future.

The stay at home order reduced extracurricular and athletic opportunities, reduced peer interaction, and limited student choice (assigned seating, mask-wearing, interaction at school). The student population we surveyed responded that their mental health was affected the most when removed from their normal routine and in-person instruction. With approximately 83 percent of our student population qualifying for free or reduced lunches, missing the opportunity for school meals was an additional strain on our students and parents during the period of remote learning.

Student performance data has shown the impact of pandemic-related learning loss on our students. As an example, 80% of our kindergarten students were below level in letter recognition and phonetics in Fall 2021. On state assessments, the percentage of non-ELL students in Level 1 increased by 14% and ELL students experienced an 8% increase in Level 1. As we reviewed the data, a need for evidence-based interventions became clear. The feedback we received from key stakeholders such as our teachers, student families and our local community, helped us to identify further domains of current need. Our stakeholders overwhelmingly supported the addition of targeted Math and English interventions.

Being a rural school district, the technology divide was never more evident than during the initial transition to remote learning. Based on student and parent feedback, 20% of our families had no reliable internet for students to use at home. Chronic absenteeism during this time increased from 20% to 38%.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

USD 480 plans to address the academic impact of lost instructional time through after school programs and through planning and implementing activities related to summer learning. The District will utilize student data and performance information in order to identify specific students who will benefit most from these opportunities and will confer with families on after school and summer program plans for their student. The summer and after school programs will address the specific educational and social-emotional needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness and children and youth in foster care.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The remaining ARP ESSER funds will be spent in a variety of ways to support student growth, staff development, implementation of health and safety protocols, and enhanced educational opportunities for all students. The fund allocations will include, but not be limited to, the following:

- \*Purchase supplies to sanitize and clean the LEA's facilities;
- \*Upgrade school facilities to reduce risk of virus transmission and exposure to environmental health hazards by conducting an engineering study and using those recommendations to upgrade our HVAC systems to improve indoor air quality;
- \*Purchase educational materials and technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom teachers, with an emphasis on providing for students from low-income families and children with disabilities;
- \*Continue to support professional development activities that broaden the learning ecosystem of students, staff and families;
- \*Conduct other activities that are necessary to maintain operation of and continuity of and services;
- \*Continue our partnership with outside agencies to support the mental health needs of all district stakeholders.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Implemented use of funding and all interventions will be geared towards meeting the academic and social/emotional needs of all students. Attention will be given to identifying students who were disproportionately impacted by COVID-19 including, but not limited to, students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Identification strategies will include school counselor, social worker, and teacher input, data analysis of school based assessments, teacher and parent input, school records, and other areas. The District engaged in meaningful consultation with all identified stakeholders in a variety of ways. This included the creation and dissemination of an ARP Needs Assessment Surveys administrative meetings held with district administrators; maintenance and technology departments; teachers; and others. The surveys were sent to the full school community which included parents, families, union representatives, and all staff members. The collected data helped to determine the allocation of all ARP funding.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$10,424,740	\$0	\$10,424,740	ESSER III Allocations	\$2,084,948
Approved Total	\$9,423,377	\$0	\$9,423,377	Approved Total	\$2,133,936
Amount Left	\$1,001,363	\$0	\$1,001,363	Amount Still Needed	\$0
In Review Total	\$1,001,363	\$0	\$1,001,363	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
480-3-0114	Direct	False	1000	320	3	\$225,000	Task Force Review
480-3-0115	Direct	False	4700	723	14	\$776,363	Task Force Review
480-3-0001	Direct	True	1000	110	11A	\$337,500	Approved
480-3-0002	Direct	True	1000	122	11A	\$19,000	Approved
480-3-0003	Direct	True	1000	220	11A	\$27,500	Approved
480-3-0004	Direct	True	1000	260	11A	\$470	Approved
480-3-0005	Direct	True	1000	619	11A	\$5,000	Approved
480-3-0006	Direct	True	2600	629	16	\$5,000	Approved
480-3-0007	Direct	True	2600	621	16	\$625	Approved
480-3-0008	Direct	True	2600	618	7	\$2,500	Approved
480-3-0009	Direct	True	1000	110	11A	\$112,500	Approved
480-3-0010	Direct	True	1000	122	11A	\$22,000	Approved
480-3-0011	Direct	True	1000	220	11A	\$10,200	Approved
480-3-0012	Direct	True	1000	260	11A	\$200	Approved
480-3-0013	Direct	True	1000	619	11A	\$5,000	Approved
480-3-0014	Direct	True	2400	110	11A	\$12,500	Approved
480-3-0015	Direct	True	2400	220	11A	\$900	Approved
480-3-0016	Direct	True	2400	260	11A	\$17	Approved
480-3-0017	Direct	True	2600	629	16	\$6,250	Approved
480-3-0018	Direct	True	2600	622	16	\$12,500	Approved
480-3-0019	Direct	True	2600	619	7	\$2,500	Approved
480-3-0020	Direct	True	1000	110	11A	\$189,500	Approved
480-3-0021	Direct	True	1000	122	11A	\$37,500	Approved
480-3-0022	Direct	True	1000	220	11A	\$17,500	Approved
480-3-0023	Direct	True	1000	260	11A	\$340	Approved
480-3-0024	Direct	True	1000	619	11A	\$5,000	Approved
480-3-0025	Direct	True	2400	110	11A	\$12,500	Approved
480-3-0026	Direct	True	2400	220	11A	\$1,000	Approved
480-3-0027	Direct	True	2400	260	11A	\$17	Approved
480-3-0028	Direct	True	2600	629	16	\$6,250	Approved

480-3-0029	Direct	True	2600	622	16	\$12,500	Approved
480-3-0030	Direct	True	2600	618	7	\$2,500	Approved
480-3-0031	Direct	True	1000	110	11A	\$62,500	Approved
480-3-0032	Direct	True	1000	122	11A	\$43,500	Approved
480-3-0033	Direct	True	1000	220	11A	\$8,050	Approved
480-3-0034	Direct	True	1000	260	11A	\$135	Approved
480-3-0035	Direct	True	1000	619	11A	\$5,000	Approved
480-3-0036	Direct	True	2400	110	11A	\$15,500	Approved
480-3-0037	Direct	True	2400	121	11A	\$9,000	Approved
480-3-0038	Direct	True	2400	220	11A	\$1,850	Approved
480-3-0039	Direct	True	2400	260	11A	\$32	Approved
480-3-0040	Direct	True	2600	629	16	\$3,750	Approved
480-3-0041	Direct	True	2600	622	16	\$7,500	Approved
480-3-0042	Direct	True	2600	619	7	\$2,500	Approved
480-3-0043	Direct	True	1000	110	11A	\$70,000	Approved
480-3-0044	Direct	True	1000	122	11A	\$25,000	Approved
480-3-0045	Direct	True	1000	220	11A	\$7,250	Approved
480-3-0046	Direct	True	1000	260	11A	\$120	Approved
480-3-0047	Direct	True	1000	619	11A	\$5,000	Approved
480-3-0048	Direct	True	2400	110	11A	\$12,500	Approved
480-3-0049	Direct	True	2400	121	11A	\$3,750	Approved
480-3-0050	Direct	True	2400	220	11A	\$1,250	Approved
480-3-0051	Direct	True	2400	260	11A	\$19	Approved
480-3-0052	Direct	True	2600	629	16	\$3,750	Approved
480-3-0053	Direct	True	2600	622	16	\$7,500	Approved
480-3-0054	Direct	True	2600	619	7	\$2,500	Approved
480-3-0055	Direct	True	2600	110	11A	\$93,750	Approved
480-3-0056	Direct	True	1000	122	11A	\$37,500	Approved
480-3-0057	Direct	True	1000	220	11A	\$10,600	Approved
480-3-0058	Direct	True	1000	260	11A	\$200	Approved
480-3-0059	Direct	True	1000	619	11A	\$5,000	Approved
480-3-0060	Direct	True	2400	110	11A	\$6,000	Approved
480-3-0061	Direct	True	2400	121	11A	\$6,250	Approved
480-3-0062	Direct	True	2400	220	11A	\$1,000	Approved
480-3-0063	Direct	True	2400	260	11A	\$14	Approved
480-3-0064	Direct	True	2600	629	16	\$3,750	Approved
480-3-0065	Direct	True	2600	622	16	\$7,500	Approved
480-3-0066	Direct	True	2600	619	7	\$2,500	Approved
480-3-0067	Direct	True	2600	110	11A	\$62,500	Approved
480-3-0068	Direct	True	1000	122	11A	\$37,500	Approved
480-3-0069	Direct	True	1000	220	11A	\$7,600	Approved
480-3-0070	Direct	True	1000	260	11A	\$150	Approved

480-3-0071	Direct	True	1000	619	11A	\$5,000	Approved
480-3-0072	Direct	True	2400	110	11A	\$12,500	Approved
480-3-0073	Direct	True	2400	121	11A	\$3,750	Approved
480-3-0074	Direct	True	2400	220	11A	\$1,250	Approved
480-3-0075	Direct	True	2400	260	11A	\$22	Approved
480-3-0076	Direct	True	2600	629	16	\$3,750	Approved
480-3-0077	Direct	True	2600	622	16	\$7,500	Approved
480-3-0078	Direct	True	2600	619	7	\$2,500	Approved
480-3-0079	Direct	True	1000	110	11A	\$75,000	Approved
480-3-0080	Direct	True	1000	122	11A	\$40,000	Approved
480-3-0081	Direct	True	1000	220	11A	\$8,750	Approved
480-3-0082	Direct	True	1000	260	11A	\$100	Approved
480-3-0083	Direct	True	1000	619	11A	\$5,000	Approved
480-3-0084	Direct	True	2400	110	11A	\$12,500	Approved
480-3-0085	Direct	True	2400	121	11A	\$7,500	Approved
480-3-0086	Direct	True	2400	220	11A	\$1,500	Approved
480-3-0087	Direct	True	2400	260	11A	\$25	Approved
480-3-0088	Direct	True	2600	629	16	\$3,750	Approved
480-3-0089	Direct	True	2600	622	16	\$7,500	Approved
480-3-0090	Direct	True	2600	619	7	\$2,500	Approved
480-3-0091	Direct	False	2600	619	7	\$117,089	Approved
480-3-0092	Direct	False	1000	619	12	\$220,357	Approved
480-3-0093	Direct	False	1000	619	12	\$135,000	Approved
480-3-0094	Direct	False	1000	330	12	\$315,200	Approved
480-3-0095	Direct	False	1000	110	16	\$750,610	Approved
480-3-0096	Direct	False	1000	122	16	\$702,881	Approved
480-3-0097	Direct	False	2400	110	16	\$121,124	Approved
480-3-0098	Direct	False	2400	121	16	\$48,450	Approved
480-3-0099	Direct	False	2600	121	16	\$799,060	Approved
480-3-0100	Direct	False	1000	641	12	\$100,000	Approved
480-3-0101	Direct	False	1000	641	12	\$100,000	Approved
480-3-0102	Direct	False	1000	641	12	\$100,000	Approved
480-3-0103	Direct	False	1000	641	12	\$100,000	Approved
480-3-0104	Direct	False	1000	641	12	\$100,000	Approved
480-3-0105	Direct	False	1000	619	12	\$85,696	Approved
480-3-0106	Direct	False	1000	734	9	\$1,393,974	Approved
480-3-0108	Direct	False	4700	723	14	\$1,700,000	Approved
480-3-0110	Direct	False	4700	723	14	\$300,000	Approved
480-3-0111	Direct	False	4700	453	14	\$100,000	Approved
480-3-0112	Direct	True	1000	619	12	\$87,000	Approved
480-3-0113	Direct	True	1000	619	12	\$400,000	Approved

## Line Item Details

Line Item ID: 480-3-0114

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

PROFESSIONAL DEVELOPMENT

**Account Number**

3-47-00-1000-3280-00

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The Covid-19 pandemic created unique challenges for educators and students. Students experienced disruptions in their learning due to school closures, remote learning and other pandemic related issues. The CKLA program, with its strong focus on foundational literacy and language skills, is well-suited to help students recover from learning loss as a result of the pandemic. We are investing in professional development for the CKLA program as it is an effective way to support our students' educational needs and address the challenges presented by the Covid-19 pandemic. By providing our teachers with the necessary training and support, we can ensure that they are equipped to deliver high-quality instruction and help our students succeed both now and in the future.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$225,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$225,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New:

Line Item ID: 480-3-0115



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Heating and Cooling System Services

**Account Number**

47-02-4700-7230-00

**Function Code**

4700 - Building Improvements

**Object Code**

723 - Heating and Cooling System

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the impact of inflation and supply chain issues that resulted from the shutdowns during the pandemic, the project that was initially estimated at \$1,700,000 came in at over \$2,800,000 after going through the bidding process. We are requesting to use additional ESSER funds to cover some of the costs of this capital project that will improve the quality of air in our schools by furnishing 34 new HVAC units that will be programmed, designed and installed to meet ASHRAE standards and guidelines.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$776,363
<b>Total Expenditures</b>	\$776,363

**Status**

Task Force Review

**Line Item Comment from KSDE**

New  
This line item is associated with the line item 108

Line Item ID: 480-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

47-02-1000-1110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs at Liberal High School for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Liberal High School has 10 teaching staff who provide support for students through small learning groups, cohorts, and 1:1 as needed. The teaching staff are certified in Special Education, Social Studies, Math, Science and ESL. The high school will operate summer school from May 31 to June 23, 2022. Other school years may have different dates of operation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$67,500
<b>Budgeted Expenditures in SFY 2023</b>	\$135,000
<b>Budgeted Expenditures in SFY 2024</b>	\$135,000
<b>Total Expenditures</b>	<u>\$337,500</u>

**Status**

Approved

Line Item ID: 480-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Part-time Non-Certified Salaries

**Account Number**

47-02-1000-1222-00

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs for non-certified staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have 9 paraprofessionals working with students during summer school for grades 9-12. Our non-certified staff help the teachers with the facilitation of Edgenuity courses, assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$8,000
<b>Budgeted Expenditures in SFY 2024</b>	\$8,000
<b>Total Expenditures</b>	<u>\$19,000</u>

**Status**

Approved

Line Item ID: 480-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-02-1000-2200-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,500
<b>Budgeted Expenditures in SFY 2023</b>	\$11,000
<b>Budgeted Expenditures in SFY 2024</b>	\$11,000
<b>Total Expenditures</b>	\$27,500

**Status**

Approved

Line Item ID: 480-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Ins

**Account Number**

47-02-1000-2500-00

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$70
<b>Budgeted Expenditures in SFY 2023</b>	\$200
<b>Budgeted Expenditures in SFY 2024</b>	\$200
<b>Total Expenditures</b>	\$470

**Status**

Approved

Line Item ID: 480-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instructional

**Account Number**

47-02-1000-6190-00

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies that will be needed for summer learning courses that may include consumable classroom supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

Line Item ID: 480-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Water Utilities

**Account Number**

47-02-2600-4110-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

629 - Other

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Liberal High School. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation of Liberal High School during the summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Gas Utilities

**Account Number**

47-02-2600-6210-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

621 - Natural Gas (gas utility services e.g. heating)

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Liberal High School. This line item represents the cost of gas utilities for the operation of the high school boiler room and water heaters during the period May 31 to June 23 for the summer learning and enrichment program. Being able to provide warm water is critical to motivating students to continue to practice frequent hand washing and is necessary for the kitchens as they provide 1 meal daily during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$125
<b>Budgeted Expenditures in SFY 2023</b>	\$250
<b>Budgeted Expenditures in SFY 2024</b>	\$250
<b>Total Expenditures</b>	<u>\$625</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Custodial

**Account Number**

47-02-2600-6180-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

618 - Cleaning Supplies and Chemicals

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school.

Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Approved

Line Item ID: 480-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

47-03-1000-1110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs at Seymour Rogers Middle School for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Seymour Rogers Middle School has 14 certified staff who provide support for students through small learning groups, cohorts, and 1:1 as needed. The teaching staff are certified in Special Education, Social Studies, Math, Science and ESL.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$22,500
<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
<b>Budgeted Expenditures in SFY 2024</b>	\$45,000
<b>Total Expenditures</b>	\$112,500

**Status**

Approved

Line Item ID: 480-3-0010



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Part-time Non-Certified Salaries

**Account Number**

47-03-1000-1222-00

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have 9 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,000
<b>Budgeted Expenditures in SFY 2023</b>	\$9,000
<b>Budgeted Expenditures in SFY 2024</b>	\$9,000
<b>Total Expenditures</b>	<u>\$22,000</u>

**Status**

Approved

Line Item ID: 480-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-03-1000-2200-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,000
<b>Budgeted Expenditures in SFY 2023</b>	\$4,100
<b>Budgeted Expenditures in SFY 2024</b>	\$4,100
<b>Total Expenditures</b>	<u>\$10,200</u>

**Status**

Approved

Line Item ID: 480-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Ins

**Account Number**

47-03-1000-2500-00

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$40
<b>Budgeted Expenditures in SFY 2023</b>	\$80
<b>Budgeted Expenditures in SFY 2024</b>	\$80
<b>Total Expenditures</b>	<u>\$200</u>

**Status**

Approved

Line Item ID: 480-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instructional

**Account Number**

47-03-1000-6190-00

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies that will be needed for summer learning courses that may include consumable classroom supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

Line Item ID: 480-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries - Admin

**Account Number**

47-03-2400-1110-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Seymour Rogers Middle School Lead Teacher during the May 31 to June 23 time period of Summer School. The instructional coach provides development and coordination of the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$12,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-03-2400-2200-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for the Lead Teacher during summer school who provides development and coordination of the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$150
<b>Budgeted Expenditures in SFY 2023</b>	\$375
<b>Budgeted Expenditures in SFY 2024</b>	\$375
<b>Total Expenditures</b>	<u>\$900</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Ins

**Account Number**

47-03-2400-2500-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the State Unemployment Tax for the Lead Teacher during summer school who provides development and coordination of the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3
<b>Budgeted Expenditures in SFY 2023</b>	\$7
<b>Budgeted Expenditures in SFY 2024</b>	\$7
<b>Total Expenditures</b>	<u>\$17</u>

**Status**

Approved

Line Item ID: 480-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Water Utilities

**Account Number**

47-03-2600-6180-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

629 - Other

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,250
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	<u>\$6,250</u>

**Status**

Approved

Line Item ID: 480-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Electric Utilities

**Account Number**

47-03-2600-6220-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

622 - Electricity

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of electricity that will occur based on continued operation during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$12,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Custodial

**Account Number**

47-03-2600-6190-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels. The District will continue with hand sanitizing stations and extra cleaning on a daily basis with special attention to touch points.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

47-04-1000-1110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs at Eisenhower Middle School for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Eisenhower Middle School has 12 certified staff specializing in ELA and math who provide support for students through small learning groups, cohorts, and 1:1 as needed. Eisenhower Middle School is serving grades 6-8. Summer school will take place May 31- June 23.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$37,500
<b>Budgeted Expenditures in SFY 2023</b>	\$76,000
<b>Budgeted Expenditures in SFY 2024</b>	\$76,000
<b>Total Expenditures</b>	<u>\$189,500</u>

**Status**

Approved

Line Item ID: 480-3-0021



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Part-time Non-Certified Salaries

**Account Number**

47-04-1000-1222-00

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have approximately 9 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,500
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$37,500</u>

**Status**

Approved

Line Item ID: 480-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-04-1000-2200-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,500
<b>Budgeted Expenditures in SFY 2023</b>	\$7,000
<b>Budgeted Expenditures in SFY 2024</b>	\$7,000
<b>Total Expenditures</b>	<u>\$17,500</u>

**Status**

Approved

**Line Item Comment from KSDE**


Line Item ID: 480-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Ins

**Account Number**

47-04-1000-2500-00

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$70
<b>Budgeted Expenditures in SFY 2023</b>	\$135
<b>Budgeted Expenditures in SFY 2024</b>	\$135
<b>Total Expenditures</b>	\$340

**Status**

Approved

Line Item ID: 480-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instructional

**Account Number**

47-04-1000-6190-00

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies that will be needed for summer learning courses that may include consumable classroom supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	\$5,000

**Status**

Approved

Line Item ID: 480-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries - Admin

**Account Number**

47-04-2400-1110-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Eisenhower Middle School Instructional Coach during the May 31 to June 23 time period of Summer School. The instructional coach provides development and coordination of the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	\$12,500

**Status**

Approved

Line Item ID: 480-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-04-2400-2200-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for the instructional coach during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$200
<b>Budgeted Expenditures in SFY 2023</b>	\$400
<b>Budgeted Expenditures in SFY 2024</b>	\$400
<b>Total Expenditures</b>	\$1,000

**Status**

Approved

Line Item ID: 480-3-0027

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Ins

**Account Number**

47-04-2400-2500-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for the instructional coach during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3
<b>Budgeted Expenditures in SFY 2023</b>	\$7
<b>Budgeted Expenditures in SFY 2024</b>	\$7
<b>Total Expenditures</b>	<u>\$17</u>

**Status**

Approved

Line Item ID: 480-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Water Utilities

**Account Number**

47-04-2600-6180-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

629 - Other

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,250
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	<u>\$6,250</u>

**Status**

Approved

**Line Item Comment from KSDE**


Line Item ID: 480-3-0029

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Electric Utilities

**Account Number**

47-04-2600-6220-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

622 - Electricity

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Eisenhower Middle School. This line item represents the additional cost of electricity that will occur based on continued operation of Eisenhower Middle School during the summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$12,500</u>

**Status**

Approved

Line Item ID: 480-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Custodial

**Account Number**

47-04-2600-6180-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

618 - Cleaning Supplies and Chemicals

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

47-07-1000-1110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs at Mac Arthur Elementary School for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Mac Arthur Elementary School has 8 certified staff who provide support for students through small learning groups, cohorts, and 1:1 as needed. The school is staffed as follows:

- 1 - Kindergarten Teacher
- 1 - 1st Grade Teacher
- 1 - 2nd/3rd Grade Teacher
- 1 - 5th Grade Teacher
- 2 - part-time PE Teachers (each working 1/2 of summer school )
- 1 - part-time Counselor (works 2 weeks)
- 1 - sub as needed

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,500
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	\$62,500

**Status**

Approved



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Part-time Non-Certified Salaries

**Account Number**

47-07-1000-1222-00

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have approximately 11 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

Non-Certified Staff: 11 Full-time Non-Certified

- 1 - 4th Grade Para
- 2 - Library
- 2 - Kindergarten Paras
- 2 - 1st Grade Paras
- 2 - 2nd/3rd Grade Paras
- 1 - 4th Grade Para
- 1 - 5th Grade Para

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,500
<b>Budgeted Expenditures in SFY 2023</b>	\$17,500
<b>Budgeted Expenditures in SFY 2024</b>	\$17,500
<b>Total Expenditures</b>	<u>\$43,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-07-1000-2200-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,650
<b>Budgeted Expenditures in SFY 2023</b>	\$3,200
<b>Budgeted Expenditures in SFY 2024</b>	\$3,200
<b>Total Expenditures</b>	<u>\$8,050</u>

**Status**

Approved

Line Item ID: 480-3-0034

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Ins

**Account Number**

47-07-1000-2500-00

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15
<b>Budgeted Expenditures in SFY 2023</b>	\$60
<b>Budgeted Expenditures in SFY 2024</b>	\$60
<b>Total Expenditures</b>	<u>\$135</u>

**Status**

Approved

Line Item ID: 480-3-0035

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instructional

**Account Number**

47-07-1000-6190-00

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies needed for summer learning courses that may include consumable classroom supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

Line Item ID: 480-3-0036

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries - Admin

**Account Number**

47-07-2400-1110-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Mac Arthur Middle School Lead Teacher during the June 6 to June 30 time period of Summer School. The Lead Teacher provides development and coordination of the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$6,250
<b>Budgeted Expenditures in SFY 2024</b>	\$6,250
<b>Total Expenditures</b>	<u>\$15,500</u>

**Status**

Approved

Line Item ID: 480-3-0037

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Non-Certified Salaries - Sec

**Account Number**

47-07-2400-1211-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Mac Arthur Middle School Secretary during the June 6 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,000
<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
<b>Budgeted Expenditures in SFY 2024</b>	\$3,500
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Approved

Line Item ID: 480-3-0038

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-07-2400-2200-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Mac Arthur Middle School. This line item represents the employer FICA contribution (social security and medicare employer costs) for both the Lead Teacher and school secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$400
<b>Budgeted Expenditures in SFY 2023</b>	\$725
<b>Budgeted Expenditures in SFY 2024</b>	\$725
<b>Total Expenditures</b>	<u>\$1,850</u>

**Status**

Approved

Line Item ID: 480-3-0039

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Ins

**Account Number**

47-07-2400-2500-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the Lead Teacher and school secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4
<b>Budgeted Expenditures in SFY 2023</b>	\$14
<b>Budgeted Expenditures in SFY 2024</b>	\$14
<b>Total Expenditures</b>	<u>\$32</u>

**Status**

Approved

Line Item ID: 480-3-0040

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Water Utilities

**Account Number**

47-07-2600-6180-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

629 - Other

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,750</u>

**Status**

Approved

Line Item ID: 480-3-0041

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Electric Utilities

**Account Number**

47-07-2600-6220-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

622 - Electricity

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Mac Arthur Middle School. This line item represents the additional cost of electricity that will occur based on continued operation of Mac Arthur Middle School during the summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$7,500</u>

**Status**

Approved

Line Item ID: 480-3-0042

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Custodial

**Account Number**

47-07-2600-6190-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Approved



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

47-08-1000-1110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes conducted June 8- June 30. Prairie View Elementary School has 9 certified staff who are all ESL certified teachers and are placed in the grade level of expertise. These teachers provide support for students through small learning groups, cohorts, and 1:1 as needed. The school is staffed as follows:

Certified Staff: 9 teachers

K - 1 teacher

1st grade - 1 teacher

2nd grade - 2 teachers

3rd grade - 2 teachers

4th grade - 2 teachers

5th grade - 1 teacher

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,000
<b>Budgeted Expenditures in SFY 2023</b>	\$28,000
<b>Budgeted Expenditures in SFY 2024</b>	\$28,000
<b>Total Expenditures</b>	<u>\$70,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Part-time Non-Certified Salaries

**Account Number**

47-08-1000-1222-00

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have approximately 8 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups during reading and math, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

Classified Staff: 8

K - 1 para

1st grade - 1 para

2nd grade - 1 para

3rd grade - 2 paras

4th grade - 2 paras

5th grade - 1 para

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
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<b>Total Expenditures</b>	\$25,000
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**Status**

Approved

Line Item ID: 480-3-0045

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-08-1000-2200-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,450
<b>Budgeted Expenditures in SFY 2023</b>	\$2,900
<b>Budgeted Expenditures in SFY 2024</b>	\$2,900
<b>Total Expenditures</b>	<u>\$7,250</u>

**Status**

Approved

Line Item ID: 480-3-0046

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Ins

**Account Number**

47-08-1000-2500-00

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Prairie View Elementary School with approximately 9 certified staff and approximately 8 paraprofessionals. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20
<b>Budgeted Expenditures in SFY 2023</b>	\$50
<b>Budgeted Expenditures in SFY 2024</b>	\$50
<b>Total Expenditures</b>	<u>\$120</u>

**Status**

Approved

Line Item ID: 480-3-0047

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instructional

**Account Number**

47-08-1000-6190-00

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies needed for summer learning courses that may include consumable classroom supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

Line Item ID: 480-3-0048

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries - Admin

**Account Number**

47-08-2400-1110-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for Lead Teacher who provides development and coordination of the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$12,500</u>

**Status**

Approved

Line Item ID: 480-3-0049

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Non-Certified Salaries - Sec

**Account Number**

47-08-2400-1211-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Prairie View Elementary School Secretary during the June 8 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,750</u>

**Status**

Approved

Line Item ID: 480-3-0050

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-08-2400-2200-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Prairie View Elementary School with approximately 9 certified staff and approximately 8 paraprofessionals. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the Lead Teacher and School Secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$250
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$1,250</u>

**Status**

Approved

Line Item ID: 480-3-0051

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Ins

**Account Number**

47-08-2400-2500-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the Lead Teacher and school secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5
<b>Budgeted Expenditures in SFY 2023</b>	\$7
<b>Budgeted Expenditures in SFY 2024</b>	\$7
<b>Total Expenditures</b>	<u>\$19</u>

**Status**

Approved

Line Item ID: 480-3-0052

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Water Utilities

**Account Number**

47-08-2600-6180-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

629 - Other

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,750</u>

**Status**

Approved



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Electric Utilities

**Account Number**

47-08-2600-6220-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

622 - Electricity

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Prarieview Elementary School. This line item represents the additional cost of electricity that will occur based on continued operation of the elementary school lights, equipment and hvac system during the summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$7,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Custodial

**Account Number**

47-08-2600-6190-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school.

Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Approved

Line Item ID: 480-3-0055

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

47-11-1000-1110-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes June 6-30. Meadowlark Elementary School has 11 certified staff who provide support for students through small learning groups, cohorts, and 1:1 as needed. The school is staffed as follows:

1 -Kinder, 2 -1st grade, 2 -2nd grade, 2 -3rd grade, 2 -4th grade, 2 -5th grade,

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$18,750
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<b>Budgeted Expenditures in SFY 2023</b>	\$37,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$37,500
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<b>Total Expenditures</b>	<u>\$93,750</u>
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**Status**

Approved

Line Item ID: 480-3-0056

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Part-time Non-Certified Salaries

**Account Number**

47-11-1000-1222-00

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have 11 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups during reading and math, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,500
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$37,500</u>

**Status**

Approved

Line Item ID: 480-3-0057

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-11-1000-2200-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,100
<b>Budgeted Expenditures in SFY 2023</b>	\$4,250
<b>Budgeted Expenditures in SFY 2024</b>	\$4,250
<b>Total Expenditures</b>	<u>\$10,600</u>

**Status**

Approved

Line Item ID: 480-3-0058

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Ins

**Account Number**

47-11-1000-2500-00

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$40
<b>Budgeted Expenditures in SFY 2023</b>	\$80
<b>Budgeted Expenditures in SFY 2024</b>	\$80
<b>Total Expenditures</b>	<u>\$200</u>

**Status**

Approved

Line Item ID: 480-3-0059

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instructional

**Account Number**

47-11-1000-6190-00

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies needed for summer learning courses that may include consumable classroom supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

Line Item ID: 480-3-0060

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries - Admin

**Account Number**

47-11-2400-1110-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Meadowlark Elementary School Lead Teacher during the June 6 to June 30 time period of Summer School. The Lead Teacher provides development and coordination of the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Non-Certified Salaries - Sec

**Account Number**

47-11-2400-1211-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the School Secretary during the June 6 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,250
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	<u>\$6,250</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-11-2400-2200-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Meadowlark Elementary School with approximately 11 certified staff and approximately 10 paraprofessionals. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the Lead Teacher and School Secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$200
<b>Budgeted Expenditures in SFY 2023</b>	\$400
<b>Budgeted Expenditures in SFY 2024</b>	\$400
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Approved

Line Item ID: 480-3-0063



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Ins

**Account Number**

47-11-2400-2500-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the Lead Teacher and school secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2
<b>Budgeted Expenditures in SFY 2023</b>	\$6
<b>Budgeted Expenditures in SFY 2024</b>	\$6
<b>Total Expenditures</b>	<u>\$14</u>

**Status**

Approved

Line Item ID: 480-3-0064

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Water Utilities

**Account Number**

47-11-2600-6180-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

629 - Other

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,750</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Electric Utilities

**Account Number**

47-11-2600-6220-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

622 - Electricity

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Meadowlark Elementary School. This line item represents the additional cost of electricity that will occur based on continued operation of the school during the summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$7,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Custodial

**Account Number**

47-11-2600-6190-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels. The District will continue with hand sanitizing stations and extra cleaning on a daily basis with special attention to touch points.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Approved

Line Item ID: 480-3-0067

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

47-27-1000-1110-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Cottonwood Elementary School has 8 certified staff: 1- K, 1-1st, 1-2nd, 1-1st&2nd, 1-3rd, 1-4th, 1-5th, 1-PE who provide support for students through small learning groups, cohorts, and 1:1 as needed

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,500
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	<u>\$62,500</u>

**Status**

Approved

Line Item ID: 480-3-0068

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Part-time Non-Certified Salaries

**Account Number**

47-27-1000-1222-00

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have approximately 11 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups during reading and math, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,500
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$37,500</u>

**Status**

Approved

Line Item ID: 480-3-0069

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-27-1000-2200-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$3,050
<b>Budgeted Expenditures in SFY 2024</b>	\$3,050
<b>Total Expenditures</b>	<u>\$7,600</u>

**Status**

Approved

Line Item ID: 480-3-0070

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Ins

**Account Number**

47-27-1000-2500-00

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$30
<b>Budgeted Expenditures in SFY 2023</b>	\$60
<b>Budgeted Expenditures in SFY 2024</b>	\$60
<b>Total Expenditures</b>	<u>\$150</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instructional

**Account Number**

47-27-1000-6190-00

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies needed for summer learning courses that may include consumable classroom supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries - Admin

**Account Number**

47-27-2400-1110-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Meadowlark Elementary School Lead Teacher during the June 6 to June 30 time period of Summer School. This line item represents the salary for Lead Teacher who provides development and coordination of the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$12,500</u>

**Status**

Approved

Line Item ID: 480-3-0073



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Non-Certified Salaries - Sec

**Account Number**

47-27-2400-1211-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Meadowlark Elementary School Secretary during the June 6 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,750</u>

**Status**

Approved

Line Item ID: 480-3-0074

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-27-2400-2200-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the Lead Teacher and School Secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$250
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$1,250</u>

**Status**

Approved

Line Item ID: 480-3-0075

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Ins

**Account Number**

47-27-2400-2500-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the state unemployment costs for both the Lead Teacher and School Secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2
<b>Budgeted Expenditures in SFY 2023</b>	\$10
<b>Budgeted Expenditures in SFY 2024</b>	\$10
<b>Total Expenditures</b>	<u>\$22</u>

**Status**

Approved

Line Item ID: 480-3-0076

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Water Utilities

**Account Number**

47-27-2600-6180-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

629 - Other

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,750</u>

**Status**

Approved

Line Item ID: 480-3-0077

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Electric Utilities

**Account Number**

47-27-2600-6220-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

622 - Electricity

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the additional cost of electricity that will occur based on continued operation of the school during the summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$7,500</u>

**Status**

Approved

**Line Item Comment from KSDE**


Line Item ID: 480-3-0078

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Custodial

**Account Number**

47-27-2600-6190-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Approved

Line Item ID: 480-3-0079

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

47-28-1000-1110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes from June 6-30 for grades 2-5. Sunflower Elementary School has 7 certified staff who provide support for students through small learning groups, cohorts, and 1:1 as needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	<u>\$75,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Part-time Non-Certified Salaries

**Account Number**

47-28-1000-1222-00

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have 6 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups during reading and math, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,000
<b>Budgeted Expenditures in SFY 2023</b>	\$16,000
<b>Budgeted Expenditures in SFY 2024</b>	\$16,000
<b>Total Expenditures</b>	\$40,000

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-28-1000-2200-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teachers and paraprofessionals during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,750
<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
<b>Budgeted Expenditures in SFY 2024</b>	\$3,500
<b>Total Expenditures</b>	<u>\$8,750</u>

**Status**

Approved

Line Item ID: 480-3-0082

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Ins

**Account Number**

47-28-1000-2500-00

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50
<b>Budgeted Expenditures in SFY 2024</b>	\$50
<b>Total Expenditures</b>	<u>\$100</u>

**Status**

Approved



Line Item ID: 480-3-0083

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instructional

**Account Number**

47-28-1000-6190-00

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents consumable classroom supplies needed for summer learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

Line Item ID: 480-3-0084

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries - Admin

**Account Number**

47-28-2400-1110-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Sunflower Elementary School Lead Teacher during the June 6 to June 30 time period of Summer School. The Lead Teacher provides development and coordination of the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$12,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Non-Certified Salaries - Sec

**Account Number**

47-28-2400-1211-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Sunflower Elementary School School Secretary during the June 6 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$7,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Security

**Account Number**

47-28-2400-2200-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the Lead Teacher and School Secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$300
<b>Budgeted Expenditures in SFY 2023</b>	\$600
<b>Budgeted Expenditures in SFY 2024</b>	\$600
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Approved

Line Item ID: 480-3-0087

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment Ins

**Account Number**

47-28-2400-2500-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the State Unemployment Tax for both the Lead Teacher and School Secretary during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5
<b>Budgeted Expenditures in SFY 2023</b>	\$10
<b>Budgeted Expenditures in SFY 2024</b>	\$10
<b>Total Expenditures</b>	<u>\$25</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Water Utilities

**Account Number**

47-28-2600-6180-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

629 - Other

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,750</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Electric Utilities

**Account Number**

47-28-2600-6220-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

622 - Electricity

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the additional cost of electricity that will occur based on continued operation of the school during the summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$7,500</u>

**Status**

Approved

Line Item ID: 480-3-0090

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Custodial

**Account Number**

47-28-2600-6190-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies - Custodial

**Account Number**

47-31-2600-6190-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID-19 health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels at a district wide level. The District will continue with hand sanitizing stations and extra cleaning on a daily basis with special attention to touch points.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$25,000
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$42,089
<b>Total Expenditures</b>	<u>\$117,089</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies - Instructional

**Account Number**

47-31-1000-6190-00

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase and implementation of Amplify products which provides a system of assessments to provide data analysis, reading assessments, lesson generating and sequencing to provide teachers with targeted instruction for students. The program provides resources for teaching phonological awareness, phonics, fluency, vocabulary, comprehension, with the addition of technology and student goal setting which provides the instructional tools needed to address COVID - 19 related learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$127,879
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<b>Budgeted Expenditures in SFY 2024</b>	\$92,478
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<b>Total Expenditures</b>	<u>\$220,357</u>
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**Status**

Approved

Line Item ID: 480-3-0093

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies- Instructional

**Account Number**

47-31-1000-6190-00

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This line item is for the purchase and implementation of the Kagan cooperative learning strategies which are researched based and effective with at-risk student populations. The instructional strategies promote cooperation and communication across the classroom to engage all students and to target and respond to students academic needs while addressing COVID-19 related learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$135,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$135,000</u>
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**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Professional development

**Account Number**

47-31-1000-3280-00

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The primary goals for USD 480's personalized learning instruction is to promote enhancements in educator practice specifically to address the learning loss suffered by the students as a result of the COVID-19 pandemic. We are currently in year 1 of a 3 year personalized learning project with Education Elements. This line item supports the following outcomes for years 2 and 3:

- Assessing personalized learning implementation and providing recommendations for improvement
- Adjusting and aligning instruction and support for personalized learning
- Targeted professional development
- Implementation of an equity by design framework to assist administrators and staff in providing responsive support.

Education Elements will provide monthly leadership calls, onsite professional development in the fall and spring based on assessment of implementation fidelity and student learning performance, capacity building training for administrators to support personalized learning implementation, and district leadership team strategy sessions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$157,600
<b>Budgeted Expenditures in SFY 2024</b>	\$157,600
<b>Total Expenditures</b>	\$315,200

**Status**

Approved

**Line Item Comment from KSDE**



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Instructional

**Account Number**

47-31-1000-1110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The District is seeking retention incentive pay to retain employees in all categories which include approximately 400 Certified, 400 Classified and 30 Administrative staff members. COVID19 has impacted the district's ability to attract and retain staff. Retaining staff at all levels is critical to providing services to students. A \$1,000 retention incentive will be paid each semester to all staff eligible as determined by date of hire and date still employed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$500,213
<b>Budgeted Expenditures in SFY 2024</b>	\$250,397
<b>Total Expenditures</b>	<u>\$750,610</u>

**Status**

Approved

Line Item ID: 480-3-0096

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Instructional

**Account Number**

47-31-1000-1222-00

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The District is seeking retention incentive pay to retain employees in all categories which include approximately 400 Certified, 400 Classified and 30 Administrative staff members. COVID19 has impacted the district's ability to attract and retain staff. Retaining staff at all levels is critical to providing services to students. A \$1,000 retention incentive will be paid each semester to all staff eligible as determined by date of hire and date still employed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$468,638
<b>Budgeted Expenditures in SFY 2024</b>	\$234,243
<b>Total Expenditures</b>	<u>\$702,881</u>

**Status**

Approved

Line Item ID: 480-3-0097

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Administrative

**Account Number**

47-31-2400-1110-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive pay to retain employees. COVID19 has impacted the district's ability to attract and retain staff. Retaining staff is critical to providing services to students. A \$1,000 retention incentive will be paid each semester to all staff eligible as determined by date of hire and date still employed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$80,737
<b>Budgeted Expenditures in SFY 2024</b>	\$40,387
<b>Total Expenditures</b>	<u>\$121,124</u>

**Status**

Approved

Line Item ID: 480-3-0098

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Administrative

**Account Number**

47-31-2400-1211-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive pay to retain employees. COVID19 has impacted the district's ability to attract and retain staff. Retaining staff is critical to providing services to students. A \$1,000 retention incentive will be paid each semester to all staff eligible as determined by date of hire and date still employed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$32,295
<b>Budgeted Expenditures in SFY 2024</b>	\$16,155
<b>Total Expenditures</b>	<u>\$48,450</u>

**Status**

Approved

Line Item ID: 480-3-0099

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Non Instructional

**Account Number**

47-31-2600-1214-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive pay to retain employees. COVID19 has impacted the district's ability to attract and retain staff. Retaining staff is critical to providing services to students. A \$1,000 retention incentive will be paid each semester to all staff eligible as determined by date of hire and date still employed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$532,867
<b>Budgeted Expenditures in SFY 2024</b>	\$266,193
<b>Total Expenditures</b>	<u>\$799,060</u>

**Status**

Approved

Line Item ID: 480-3-0100

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies - Books

**Account Number**

47-27-1000-6410-00

**Function Code**

1000 - Instruction

**Object Code**

641 - Books

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Based on K-5 student MClass reading scores, the majority of our k-5 elementary students in USD 480 are reading well below grade level, which has been exacerbated by the COVID-19 pandemic. To address learning loss among students linked to the pandemic, elementary schools have implemented a core reading program to meet grade level and structured literacy expectations. Teachers need items such as leveled readers for classroom libraries, teacher intervention kits, consumable decodable texts, and student independent leveled practice centers. Having individualized materials for students to use in the classroom will meet students on their instructional level and increase reading instruction as we provide interventions for all students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$100,000

**Status**

Approved

Line Item ID: 480-3-0101

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies - Books

**Account Number**

47-07-1000-6410-00

**Function Code**

1000 - Instruction

**Object Code**

641 - Books

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Based on K-5 student MClass reading scores, the majority of our k-5 elementary students in USD 480 are reading well below grade level, which has been exacerbated by the COVID-19 pandemic. To address learning loss among students linked to the pandemic, elementary schools have implemented a core reading program to meet grade level and structured literacy expectations. Teachers need items such as leveled readers for classroom libraries, teacher intervention kits, consumable decodable texts, and student independent leveled practice centers. Having individualized materials for students to use in the classroom will meet students on their instructional level and increase reading instruction as we provide interventions for all students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Approved

Line Item ID: 480-3-0102

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies - Books

**Account Number**

47-11-1000-6410-00

**Function Code**

1000 - Instruction

**Object Code**

641 - Books

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Based on K-5 student MClass reading scores, the majority of our k-5 elementary students in USD 480 are reading well below grade level, which has been exacerbated by the COVID-19 pandemic. To address learning loss among students linked to the pandemic, elementary schools have implemented a core reading program to meet grade level and structured literacy expectations. Teachers need items such as leveled readers for classroom libraries, teacher intervention kits, consumable decodable texts, and student independent leveled practice centers. Having individualized materials for students to use in the classroom will meet students on their instructional level and increase reading instruction as we provide interventions for all students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$100,000
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**Status**

Approved

Line Item ID: 480-3-0103

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies - Books

**Account Number**

47-08-1000-6410-00

**Function Code**

1000 - Instruction

**Object Code**

641 - Books

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Based on K-5 student MClass reading scores, the majority of our k-5 elementary students in USD 480 are reading well below grade level, which has been exacerbated by the COVID-19 pandemic. To address learning loss among students linked to the pandemic, elementary schools have implemented a core reading program to meet grade level and structured literacy expectations. Teachers need items such as leveled readers for classroom libraries, teacher intervention kits, consumable decodable texts, and student independent leveled practice centers. Having individualized materials for students to use in the classroom will meet students on their instructional level and increase reading instruction as we provide interventions for all students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Approved

Line Item ID: 480-3-0104

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies - Books

**Account Number**

47-28-1000-6410-00

**Function Code**

1000 - Instruction

**Object Code**

641 - Books

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Based on K-5 student MClass reading scores, the majority of our k-5 elementary students in USD 480 are reading well below grade level, which has been exacerbated by the COVID-19 pandemic. To address learning loss among students linked to the pandemic, elementary schools have implemented a core reading program to meet grade level and structured literacy expectations. Teachers need items such as leveled readers for classroom libraries, teacher intervention kits, consumable decodable texts, and student independent leveled practice centers. Having individualized materials for students to use in the classroom will meet students on their instructional level and increase reading instruction as we provide interventions for all students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Approved

Line Item ID: 480-3-0105



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instructional

**Account Number**

47-10-1000-6190-00

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The parents of Pre-K students in Liberal, KS were challenged with caring for their children at home during the COVID-19 pandemic without the essential services they relied on the District to provide. As a Title I school district with a high percentage of at-risk youth, the District has recognized the importance of addressing learning loss at a very young age. This line item is for the purchase of Get Set for School, which is a research proven and expert backed pre-k program to develop the foundational skills and track overall academic success of students with a scaffolded approach to instruction, new lessons and concepts that engage students in a hands-on manner with purposeful play, active engagement and custom manipulatives.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$85,696
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$85,696</u>

**Status**

Approved

Line Item ID: 480-3-0106

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Computer Related Equipment-Audio  
Visual**Account Number**

47-31-1000-7340-00

**Function Code**

1000 - Instruction

**Object Code**

734 - Technology -Related Hardware

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID-19 pandemic is prompting many school districts to abruptly and comprehensively adopt online learning, remote learning, and other activities to help contain the spread of the virus. A wide range of new applications and technologies to support student success are now available and may prove invaluable to help students adapt to fully remote learning. This line item is for Interactive display technology which is a wall mounted electronic panel (like a flat screen tv) that can function as a simple whiteboard or interact as a computer. SMART displays work with UVC webcams, Zoom, Google Meet™, Microsoft Teams™ and more. You can share screens in these applications and enhance remote learning with digital ink and lesson-delivery tools (like Spotlight) to focus students' attention. This technology can be used in every classroom, interacts with student laptops and transitions well to remote learning. The technology behind the interactive display integrates the teachers whiteboard device with student computing devices providing access, interaction and communication (even in remote learning situations and in support of social distancing)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,393,974
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,393,974</u>

**Status**

Approved

Line Item ID: 480-3-0108

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Heating and Cooling System Services

**Account Number**

47-02-4700-7230-00

**Function Code**

4700 - Building Improvements

**Object Code**

723 - Heating and Cooling System

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

As closed environments, buildings have become sites of rapid COVID-19 transmission. An important approach to lowering the concentrations of indoor air pollutants or contaminants including any viruses that may be in the air is to increase ventilation – the amount of outdoor air coming indoors. Ensuring proper ventilation with outside air can help reduce the concentration of airborne contaminants, including viruses, indoors. This line item is for a capital project that includes the design and installation of dedicated outside air supply HVAC equipment to ensure the facility systems are exchanging air at appropriate levels, per ASHRAE standards and guidelines. This project will furnish and replace 34 existing HVAC units with new units capable of bringing in fresh air and providing adequate circulation.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,700,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,700,000**Status**

Approved

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 480-3-0110

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Heating and Cooling System

**Account Number**

47-31-4700-7230-00

**Function Code**

4700 - Building Improvements

**Object Code**

723 - Heating and Cooling System

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

As closed environments, buildings have become sites of rapid COVID-19 transmission. An important approach to lowering the concentrations of indoor air pollutants or contaminants including any viruses that may be in the air is to increase ventilation – the amount of outdoor air coming indoors. Ensuring proper ventilation with outside air can help reduce the concentration of airborne contaminants, including viruses, indoors. This line item is for a capital project that includes the design and installation of additional air handling equipment to improve air circulation and indoor air quality. This line item is for a capital project to reconfigure existing HVAC systems to improve indoor air quality at the Prairie View, Meadowlark, and MacArthur Elementary Schools who serve grades k-5.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$300,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$300,000**Status**

Approved

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 480-3-0111

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Heating and Cooling System Services

**Account Number**

47-31-4700-4530-00

**Function Code**

4700 - Building Improvements

**Object Code**

453 - Heating and Cooling System Services

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

As closed environments, buildings have become sites of rapid COVID-19 transmission. An important approach to lowering the concentrations of indoor air pollutants or contaminants including any viruses that may be in the air is to increase ventilation – the amount of outdoor air coming indoors. Ensuring proper ventilation with outside air can help reduce the concentration of airborne contaminants, including viruses, indoors. This line item is for PROFESSIONAL SERVICES ONLY or Seymour Rogers and Eisenhower Middle Schools, grades 6-8, to recommission the existing HVAC system to improve indoor air quality.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$100,000

**Status**

Approved

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 480-3-0112

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instructional

**Account Number**

47-31-1000-6190-00

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The Covid pandemic brought to light significant learning challenges for families of ELLs that resulted in academic and achievement gaps. Some of those challenges included a lack of access to digital devices and internet connectivity; families limited capacity to support online learning; school and family language barriers; and inadequate online learning resources and training for teachers. The school closures resulted in significant issues to provide a robust academic curriculum for ELLs. Every student learns differently and having to adapt to a hybrid and online learning environment was a challenge for many students, specifically ELLs. This line item is for the purchase of iLit targeting secondary English language learners to help them as they try to recover from COVID related learning loss. This program uses assessment paired with progress monitoring to target instruction and set goals for students based on instructional needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$87,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$87,000</u>

**Status**

Approved

Line Item ID: 480-3-0113

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies-Instructional

**Account Number**

47-31-1000-6190-00

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase of Student Home Learning kits targeting students disproportionately impacted by the pandemic and who suffered the most due to lost instructional time and a lack of preparedness for remote learning. The Home Learning Kits will be targeted for and especially benefit students from low income families, students of color, English learners, children with disabilities, migratory students, students in foster care and students experiencing homelessness. Kits will be appropriately designed for each level of student. The number of students to serve is estimated to be between 250 -350 each year district wide. The kits will be based on individual needs and could include the following: Horizons Math Manipulatives Kit for Grades K - 3, Elementary Mathematics Manipulatives Kit Grades K-5, LIFEPAC Grade 11 Manipulatives Kit, Tools of the Mind Kindergarten Math and/or Literacy Kit, and Lakeshore Learning Science Activity Tubs Grades 1-3. These kits include engaging, standards based activities covering core curriculum areas such as math, language, science, social studies and arts & crafts.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$200,000
<b>Budgeted Expenditures in SFY 2024</b>	\$200,000
<b>Total Expenditures</b>	<u>\$400,000</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0481

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Rural Vista	414 E Goodnow, White City, KS 668720098	Box 98, White City, KS 668720098
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Darlene Griffiths	dgriffiths@usd481.com	(785) 349-2964

## 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>
Trish Rhodes	Board Clerk	trhodes@usd481.com	(785) 349-2964
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
irice@usd481.com		irice@usd481.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://usd481.org/wordpress1/wp-content/uploads/2021/08/ESSER-III-District-Opening-Plan-1.pdf>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

We will be cleaning and disinfecting all classrooms and common areas. Social distancing will be achieved with additional buses. Curriculum that is easily adapted between remote and in person learning will also be achieved with the use of these funds. Technology that will be provided for remote learners if they are required to quarantine. Students and staff health will be monitored with the additional hours allotted to the health nurse. Incentive pay will be used to retain staff as they continue in the challenging environment of Covid.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students



We have a student council at both of our high schools, Hope and White City. We also have an active FFA chapter and two National Honor Society chapters. These students were invited to a round table discussion to talk about the effects of COVID on them. During this discussion, students informed us that they are glad to be back into the classroom. They are also happy to not have to wear masks everyday. Some students mentioned the need for additional social and emotional support as they have suffered from sadness and seclusion during the pandemic. Students were surveyed during the round table discussion. Their responses indicated a need for social and emotional support.

## **Families**

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents are most interested in seeing the following items show up in our ESSER plan:

1. After school programs and activities
2. Summer school program
3. Consider the use of ESSER funds for the expansion of our curriculum offerings

You will see that these suggestions from parents are reflective in the plan we have developed.

## **School and District Administrators including Special Education Administration**

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.

1. CKCIE has met monthly to discuss the needs of our special education students. We realize that they require additional support for learning loss and social-emotional needs.
2. The local administration sees the need for incentives for faculty and staff who have gone above and beyond for our students during this COVID pandemic. The stress has taken its toll on our staff. It has caused a higher turnover in staff than in previous years. Therefore, the incentives would be used to retain existing staff members.

## **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:

1. Incentives to remain in the teaching profession.
2. The need for additional curriculum to close the learning gap caused by the COVID pandemic.
3. Additional after school or summer programs
4. Teachers indicated that the stress involved in dealing with Covid is driving teachers out of the profession and there is a need to entice teachers to remain in the profession.
5. Teachers indicated on the survey that there is a need for additional curriculum to help deal with the social-emotional needs of students.

## **Tribes**

Our student information system indicated that we had one family from a Native American tribe. When we surveyed that family, they responded with the following suggestions:

1. Additional instructional materials and resources
2. Offering additional extra-curricular activities
3. Offering more professional development to support teacher growth
4. Facility upgrades to support student health needs

We also sent surveys to the Kickapoo Tribe of Kansas as well as the Sac and Fox Nation of Missouri in Kansas and Nebraska. Neither tribe responded to our request for feedback.

## **Civil Rights Organization including Disability Rights Organizations**

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

1. We emailed our survey to the Kansas Action for Children on April 19, 2022; but we received no response.
2. We emailed our survey to the Disability Rights Center of Kansas on April 19, 2022; but we received no response.

Here is a link to the survey that we sent to the aforementioned groups:

[https://docs.google.com/forms/d/e/1FAIpQLSdcXh2\\_hmfVhkUJWaQ11gVNXuVmZAWVB1p\\_hvNmsajNC\\_Elwg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdcXh2_hmfVhkUJWaQ11gVNXuVmZAWVB1p_hvNmsajNC_Elwg/viewform?usp=sf_link)

While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit all populations of our students.

1. After school program
2. Summer school program

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We reached out to the following organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to various subgroups:

1. We emailed our survey to Saint Francis on April 19, 2022; but we received no response.
2. We emailed our survey to the Disability Rights Center of Kansas on April 19, 2022; but we received no response.

Here is a link to the survey that we sent to the aforementioned groups:

[https://docs.google.com/forms/d/e/1FAIpQLSds-IARGTP4U3Mo0\\_05I0BWTdtMag\\_I9sqv34Y6w3mG7vRYqg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSds-IARGTP4U3Mo0_05I0BWTdtMag_I9sqv34Y6w3mG7vRYqg/viewform?usp=sf_link)

While we did not hear back from anyone, 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 engaged in focus group conversations. Through these conversations, it was clear that the following supports were most needed.

1. After school program
2. Summer school program
3. The District does not have any students that are English learners, homeless, in foster care, migrant, incarcerated, or otherwise identified as being underserved.

### **Provide the public the opportunity to provide input and take such input into account**

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration, and district patrons. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

1. Incentives to remain in the teaching profession.
2. The need for additional curriculum to close the learning gap caused by the COVID pandemic.
3. Additional after school or summer programs
4. Additional buses to transport students in a safe manner with social distancing in place
5. Full-time substitute teachers to ensure that classroom learning continues in the absence of the teacher
6. The public was invited to participate by way of survey.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

All students were impacted during the period of time when students were not allowed to have in person instruction. The impact was not only academic but also social emotional. The impact has been on all students in any of the above mentioned 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)**

Esser funds will be used to provide education for summer school students and afterschool programs to assist students who have shown deficiencies due to loss of in person instruction due to Covid.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 481 will reserve Esser funds to provide summer school and afterschool programs for students who are in foster care or who are identified as homeless.

**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 481 ensures that all students including those students of color, low income families, English learners, children with disabilities, homelessness, foster care and migratory students will be provided with the resources necessary using Esser funds to provide additional instruction time and provide socially emotional help for all students.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$541,862	\$0	\$541,862	ESSER III Allocations	\$108,373
Approved Total	\$244,098	\$0	\$244,098	Approved Total	\$0
Amount Left	\$297,764	\$0	\$297,764	Amount Still Needed	\$108,373
In Review Total	\$88,750	\$0	\$88,750	In Review Total	\$0
Amount Left	\$209,014	\$0	\$209,014	Amount Still Needed	\$108,373

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
481-3-0016	Direct	False	1000	151	16	\$25,500	Task Force Review
481-3-0017	Direct	False	2190	120	16	\$750	Task Force Review
481-3-0018	Direct	False	3100	150	16	\$4,000	Task Force Review
481-3-0019	Direct	False	2400	150	16	\$10,500	Task Force Review
481-3-0020	Direct	False	2700	150	16	\$3,000	Task Force Review
481-3-0021	Direct	False	2200	150	16	\$1,500	Task Force Review
481-3-0022	Direct	False	2134	150	16	\$3,000	Task Force Review
481-3-0024	Direct	False	2134	120	2	\$25,500	Task Force Review
481-3-0025	Direct	False	2610	600	7	\$15,000	Task Force Review
481-3-0003	Direct	False	2600	120	2	\$74,618	Approved
481-3-0004	Direct	False	2700	730	16	\$83,980	Approved
481-3-0006	Direct	False	1000	151	16	\$51,000	Approved
481-3-0007	Direct	False	2600	150	16	\$9,000	Approved
481-3-0008	Direct	False	2200	150	16	\$1,500	Approved
481-3-0009	Direct	False	2300	150	16	\$4,500	Approved
481-3-0010	Direct	False	3100	150	16	\$6,000	Approved
481-3-0011	Direct	False	2400	150	16	\$3,000	Approved
481-3-0012	Direct	False	2700	150	16	\$6,000	Approved
481-3-0013	Direct	False	2200	150	16	\$3,000	Approved
481-3-0014	Direct	False	2134	150	16	\$1,500	Approved

## Line Item Details

Line Item ID: 481-3-0016

**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**

Incentives for retaining teachers

**Account Number**

07-00-1000-151-00

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention to help maintain the operation and continued support to employ existing staff during these challenging times due to covid. Didn't calculate the right amount at the start of application. Have 30 teachers that we retained for this FY 2022-2023 for whole district

<b>Budgeted Expenditures in SFY 2021</b>	\$8,500
<b>Budgeted Expenditures in SFY 2022</b>	\$8,500
<b>Budgeted Expenditures in SFY 2023</b>	\$8,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$25,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 481-3-0017

**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**

Retention for IT personnel

**Account Number**

Addition compensation

**Function Code**2190 - Other Support Services -  
Student**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Incentives to help maintain the operation and continued support to employee existing staff during these challenging times. 1 person for district. didn't figure out the right amount at the beginning of the application. need to change the function code to 2200 and the object code is 150.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$250
<b>Budgeted Expenditures in SFY 2023</b>	\$250
<b>Budgeted Expenditures in SFY 2024</b>	\$250
<b>Total Expenditures</b>	<u>\$750</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item  
As per district: Should be for IT remaining incentive.

Line Item ID: 481-3-0018

**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**

Incentives for food service to retain

**Account Number**

07-00-3100-120-00

**Function Code**

3100 - Food Service Operations

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Food service - 4 staff members for the whole district. did not calculate retention correctly at the beginning so this is additional.

2 at each school in our district

**Budgeted Expenditures in SFY 2021** \$1,000

**Budgeted Expenditures in SFY 2022** \$1,000

**Budgeted Expenditures in SFY 2023** \$1,000

**Budgeted Expenditures in SFY 2024** \$1,000

**Total Expenditures** \$4,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 481-3-0019

**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**

Support services-incentives

**Account Number**

07-00-2400-150-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Principal. Have 3 Principals. Asst Principal in White City and Principal/Superintendent in White City and 1 Principal at Hope Schools. Did not calculate the amounts correctly so this is an additional to another line item. This would also include the admin secretaries at each school. 1 in Hope and 1 in White City

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$4,500
<b>Budgeted Expenditures in SFY 2024</b>	\$4,500
<b>Total Expenditures</b>	<u>\$10,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 481-3-0020



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Incentives for bus drivers

**Account Number**

07-00-2700-150-00

**Function Code**

2700 - Student Transportation Services

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. bus drivers. Amt is additional to other line items. We have a total of 6 bus drivers but 2 currently have another job in the district so this would include 4 bus drivers/supervisors.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 481-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Incentives for librarians

**Account Number**

07-00-2200-150-00

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times.2 Librarians. 1 in White City and 1 in Hope School. additional amount because did not calculate correctly at beginning of application.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 481-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention for nurses

**Account Number**

07-00-2134-150-00

**Function Code**

2134 - Nursing Services

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. 2022-2023 we have 2 nurses. 1 in Hope and 1 in White City. they are working more hours due to covid.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 481-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Extra hours for nurses

**Account Number**

07-00-2134-120-00

**Function Code**

2134 - Nursing Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Helps contact tracing if needed, organize all the records of students, keep track of ill students.

<b>Budgeted Expenditures in SFY 2021</b>	\$5,500
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$25,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item: This is one new position, Nurse.

Line Item ID: 481-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Custodial supplies

**Account Number**

07-00-2610-600-00

**Function Code**

2610 - Operation of Building

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Supplies needed for extra cleaning

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$5,000

**Budgeted Expenditures in SFY 2023** \$5,000

**Budgeted Expenditures in SFY 2024** \$5,000

**Total Expenditures** \$15,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 481-3-0003

**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**

Salary for Extra custodians-Covid related

**Account Number**

07-00-2600-120-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Cleans and sprays disinfectant everyday in each classroom. Extra cleaning/cleaners as needed.

**Budgeted Expenditures in SFY 2021** \$13,920**Budgeted Expenditures in SFY 2022** \$28,698**Budgeted Expenditures in SFY 2023** \$32,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$74,618**Status**

Approved

**Line Item Comment from KSDE**

Due to Covid, we are needing to clean and disinfect the school entirely every day. The custodians are cleaning during the day and then we have an extra custodian that comes in after school and goes through each room and sprays a disinfectant cleaner over the desks, chairs and throughout the room to kill any germs of the Covid virus.

Line Item ID: 481-3-0004

**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**

Purchase 65 passenger bus

**Account Number**

07-00-2700-730-00

**Function Code**

2700 - Student Transportation Services

**Object Code**

730 - Equipment

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are needing to add an extra bus for White City. The reason is so we can social distance while students are on the bus.

**Budgeted Expenditures in SFY 2021** \$83,980**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$83,980**Status**

Approved

**Line Item Comment from KSDE**

This would be a bus to help us social distance our students while they are on the bus going to activities or even riding the bus for routes. We need the extra space because the more the students spread out at least 3 feet, the less of a chance of close contacts or getting Covid due to sitting so close to another student. This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 481-3-0006

**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**

Incentives for Teachers

**Account Number**

07-00-1000-151-00

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Teachers

<b>Budgeted Expenditures in SFY 2021</b>	\$17,000
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<b>Budgeted Expenditures in SFY 2022</b>	\$17,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$17,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$51,000
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**Status**

Approved

**Line Item Comment from KSDE**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. This will help with the extra duties that have been assigned due to Covid. Also, to help when they are out of sick leave or quarantined due to Covid and to cover the personal leave loss

Line Item ID: 481-3-0007

**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**

Incentives for custodians

**Account Number**

07-00-2600-150-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Custodians

<b>Budgeted Expenditures in SFY 2021</b>	\$3,000
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<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$9,000
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**Status**

Approved

**Line Item Comment from KSDE**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. This will help with the extra duties that have been assigned due to Covid. Also, to help when they are out of sick leave or quarantined due to Covid and to cover the personal leave loss.

Line Item ID: 481-3-0008



**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**

Incentive for IT Employee

**Account Number**

07-00-2230-150-00

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Technology employee

<b>Budgeted Expenditures in SFY 2021</b>	\$500
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<b>Budgeted Expenditures in SFY 2022</b>	\$500
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<b>Budgeted Expenditures in SFY 2023</b>	\$500
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$1,500</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. This will help with the extra duties that have been assigned due to Covid. Also, to help when they are out of sick leave or quarantined due to Covid and to cover the personal leave loss. KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA

Line Item ID: 481-3-0009

**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**

Incentive for Superintendent Staff

**Account Number**

07-00-2300-150-00

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Superintendent staff

<b>Budgeted Expenditures in SFY 2021</b>	\$1,500
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<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$4,500
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**Status**

Approved

**Line Item Comment from KSDE**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. This will help with the extra duties that have been assigned due to Covid. Also, to help when they are out of sick leave or quarantined due to Covid and to cover the personal leave loss.

Line Item ID: 481-3-0010

**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**

Incentive for Cooks

**Account Number**

07-00-3100-150-00

**Function Code**

3100 - Food Service Operations

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Food service

<b>Budgeted Expenditures in SFY 2021</b>	\$2,000
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<b>Budgeted Expenditures in SFY 2022</b>	\$2,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$6,000
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**Status**

Approved

**Line Item Comment from KSDE**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. This will help with the extra duties that have been assigned due to Covid. Also, to help when they are out of sick leave or quarantined due to Covid. Also to help when they are out sick or Quarantined due to Covid and to cover the personal leave loss. They are taking more precautions due to Covid by not getting germs into the food that the students and staff eat.

Line Item ID: 481-3-0011

**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**

Incentive for Front Office Secretaries

**Account Number**

07-00-2400-150-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Principal

<b>Budgeted Expenditures in SFY 2021</b>	\$1,000
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. This will help with the extra duties that have been assigned due to Covid. Also, to help when they are out of sick leave or quarantined due to Covid and to cover the personal leave loss. During Covid Times the administration is working many more hours due to keeping the school open and organizing the testing process and dealing with the sickness in the schools.

Line Item ID: 481-3-0012

**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**

Incentive for Bus Drivers

**Account Number**

07-00-2700-150-00

**Function Code**

2700 - Student Transportation Services

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Bus route drivers

<b>Budgeted Expenditures in SFY 2021</b>	\$2,000
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<b>Budgeted Expenditures in SFY 2022</b>	\$2,000
--	---------

<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$6,000
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**Status**

Approved

**Line Item Comment from KSDE**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. This will help with the extra duties that have been assigned due to Covid. Also, to help when they are out of sick leave or quarantined due to Covid and to cover the personal leave loss. Bus drivers are required to help keep masks on the students who ride. Plus the extra cleanup that occurs on the buses

Line Item ID: 481-3-0013

**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**

Incentive for Librarians

**Account Number**

07-00-2200-150-00

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Librarians

<b>Budgeted Expenditures in SFY 2021</b>	\$1,000
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<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
--	---------

<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$3,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. This will help with the extra duties and learning loss that some students are still struggling with. Also, to help when they are out sick or Quarantined due to Covid and to cover the personal leave loss.

Line Item ID: 481-3-0014

**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**

Incentive for Nurse

**Account Number**

07-00-2134-150-00

**Function Code**

2134 - Nursing Services

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Nurse

<b>Budgeted Expenditures in SFY 2021</b>	\$500
<b>Budgeted Expenditures in SFY 2022</b>	\$500
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Incentives to help maintain the operation and continued support to employ exiting staff during these challenging Covid times. This will help with the extra duties that have been assigned due to Covid. Also, to help when they are sick or quarantined due to Covid and to cover the personal leave loss. This will help with the time and energy they are putting into this job to ehlp keep students healthy

# ESSER III APPLICATION FOR D0490

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
El Dorado	124 West Central Avenue, El Dorado, KS 670422138	124 West Central Avenue, El Dorado, KS 670422138
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Miles Harvey	mharvey@usd490.org	(316) 322-4800

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jenifer Davis	Exec Director of Instructional Support	jlDavis@usd490.org	(316) 322-4800

### Other District Representative 1 - Name

Kathy Robertson

### Other District Representative 1 - E-mail Address

karobertson@usd490.org

### Other District Representative 2 - Name

### Other District Representative 2 - E-mail Address

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1350316/490\\_ESSERIII-DistrictPlanForSafeReturnToIn-personInstruction\\_8-9-2021.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1350316/490_ESSERIII-DistrictPlanForSafeReturnToIn-personInstruction_8-9-2021.pdf)

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?



During the spring of 2020, the district formed a Return to Learn committee to address the many facets of reopening our schools for the 2020-2021 school year. The committee solicited input from parents, staff, and community members. We included our colleagues from the Butler County Health Department (BCHD) throughout all of our decision making. Working with the BCHD, the district met weekly as part of our Gating Team procedures to determine if we needed to adapt our response plan based on case counts. The Gating Team included Board members, community members, parents, administrators, district health staff, and instructional staff. We monitored and adjusted our responses as needed to the case counts in the district, the buildings, the classroom, and the individual level to provide the safest environment for all of our stakeholders. Our students were able to return without breaks in instruction during the 2021-2022 school year. We utilized our website, social media platforms, SchoolMessenger, and even weekly "Wildcat Wednesday" events on YouTube to keep our constituents informed of our current practices related to the pandemic. Throughout the pandemic, we have been intentional on supporting the academic and social emotional needs of our students. Our ESSER III plan focuses on cohesive curricular materials, summer and after school programs to address learning loss, a comprehensive social emotional curriculum, staff retention, and intervention supports for students throughout the school year.

## **Stakeholder Engagement**

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Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### **Students**

In developing our ESSER plan, we conducted building wide and district wide surveys, as well as student focus groups at each of the buildings. Survey opportunities were provided to students through a district survey, as well as targeted, grade level building wide surveys. In addition, administration and staff members at each building met with their existing Student Advisory groups to review survey results and further identify prioritized needs in each of the buildings.

These surveys and focus groups were tasked with determining the highest level of need for pandemic related instruction and support. The following supports received the most interest from our students:

Student surveys identified a need for an aligned, shared, and consistent approach to Social emotional support. All levels of students noted struggles mentally and emotionally with going through, and returning from, COVID. Having a shared approach to supporting each other, that includes the same language, personnel, and strategies from grades PreK-12, is not something that currently exists in our district. Students routinely, and at all grade levels, identified this as a high need area. Of the 389 secondary students surveyed, social emotional support was one of the top four identified student priorities. Only nineteen secondary students (five percent) reported that social emotional support should not be considered for use of ESSER 3 funds. In elementary student surveys, fifty nine percent of students rated social emotional support as "somewhat important", "important", or "very important" to prioritize and invest in with these funds. This student feedback can be seen in our ESSER plans for increased counselors, additional social workers, new student support groups, new therapist/behavior specialist positions, and a PreK-12 social emotional curriculum resource with extended training.

Student focus groups highlighted the need for updated technology in order to maintain access to curricular resources and teacher support. One hundred percent of the high school student advisory members identified updated technology for students and staff as a top four priority for investment needs. In the student surveys, forty seven percent of middle school students listed updated technology as a top four priority with ESSER funds. In addition, elementary student surveys indicated that fifty seven percent of students rated additional instructional materials (software, technology,) as "somewhat important", "important", or "very important" to prioritize and invest in with these funds. This student feedback can be seen in our ESSER plans for new student/staff devices, new broadcasting equipment for the expansion of student News classes, and new STEM Sphero mini robot sets.

Both student surveys and student focus groups highlighted the need for expansion of student extracurricular opportunities. Of the 389 secondary students surveyed, seventy percent (274 students) reported that offering additional extra-curricular activities should be a top four priority with ESSER funds. All of our student focus groups identified extracurricular activities as a source of pride in their school; students were excited to return to these activities and competitions! This student feedback can be seen in our ESSER plans for a new secondary eSports club as well as new instruments for expanded Band and Orchestra elective opportunities.

High school student focus groups also identified College/Career opportunities as an increased area of need after COVID, along with this area being a "very important" prioritization and investment with these funds. The focus group highlighted wanting more opportunities for internships, job shadows, and portfolio building in the seminar class. This student feedback can be seen in our ESSER plans for a new College/Career Specialist position as well as an expanded seminar curriculum team and the addition of AVID program.

Our ESSER plan reflects these top four priorities as identified by our district wide student populations.

## **Families**

We have worked closely with our families in developing our ESSER support plan. Parent Teacher Organizations, SITE Councils, Building Leadership Teams, and District Leadership teams are all committees that have parent members. In addition to conversations and feedback with each of these teams, we also conducted building parent surveys and district parent surveys. During these conversations and surveys, parents were also tasked with determining the highest level of need for pandemic related instruction and support. The following supports received the most priority from our parents:

- Parent surveys identified a clear priority for increased academic and behavioral intervention opportunities as well as after school tutoring hours for students to address learning loss as a result of COVID. Over ninety percent of parents at all levels (PreK-12) prioritized intervention support (behavioral, emotional, social) and after school tutoring hours. You will see that these suggestions from parents are reflected in our plan which includes the expansion of intervention resources (Lexia, IXL, Tiles, Mirrors, smaller class sizes, decodable texts) as well as new after school tutoring programs (all students K-8).
- All parent focus groups at the secondary level were overwhelmingly in support of after school tutoring programs, as well as expanded academic resources (LinkCrew, AVID) for all populations of secondary students.

Again, our plan reflects these priorities as identified by parent surveys and parent focus groups.

### **School and District Administrators including Special Education Administration**

While developing our ESSER plan, our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. Administration communicated directly with special education staff to gather as much input as possible. Surveys were sent out to all USD 490 staff, students and community members. Special Ed staff was sent a list of questions and when asked if there were no barriers to entry, what three things would you change about the special education program in USD 490, they answered in favor of more support for students and staff. Their answers are as follows. You will see that this information plays a prominent role in our ESSER plan.

- Providing more time for staff to collaborate with other teachers, para-professionals, parents, etc. and additional time for training and development to support the professional growth of our special education staff.
- Providing additional support staff (paraprofessionals) to support programs and services and the ability to pay support staff at a higher rate for the service they provide to our students.
- Having access to additional resources to support student learning in general and special education settings.

Based on these answers and other data attained through surveys and feedback, we determined the following areas are the most important to include in our plan.

- Additional district wide support for students at all levels K-12. One of the things that this additional support will include is individual student transition meetings as well as an aligned continuum of services.
- Differentiated professional development opportunities for special education staff.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

While developing our ESSER plan, our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. Administration communicated directly with teachers, principals, school leaders and school staff to gather as much input as possible. Surveys were sent out to all USD 490 staff, students and community members. Administration in each building talked directly with stakeholders such as staff and students to come up with areas of need. Our plans are reflective of those various conversations. Highlights of these collaborative conversations that are in our ESSER plan include:

- A consistent, evidence-based phonics curriculum resource for all students in the district. This will include appropriate job-embedded professional development.
- Provide updated technology for all staff to maintain high quality instructional support to all curricular resources.
- Professional development in the areas of behavior management, collaborative structures, and deescalation strategies.
- Expanded mentor programs and opportunities to grow teacher leaders.
- Retention incentives for returning staff members (classified and certified)
- Flex sub positions to help support the reduction of learning loss for students based on staff shortages and sickness.
- Decreased Energy consumption and more responsible energy use throughout the district.
- The plan was discussed with the Teacher's Union during Negotiations.

## **Tribes**

In a review of our student information system, we identified 10 students who reported as members of a tribe. During analysis of the student surveys from this population, the following priorities were identified:

- Expanded after school tutoring opportunities for students K-8 (six of the ten students were in this age range) to address learning loss during COVID.
- Expanded extracurricular opportunities (eSports, Band, LinkCrew, AVID) with five of these students being in grades 7-12. Student engagement was identified as a concern among these students; more opportunities to get involved was seen as a need at the secondary level among these students.

Parent surveys from this population were also examined. The following strategies and supports were identified by Native American parents as the greatest priority for their student(s) and family:

- Increased college/career resources and supports, including college visits, scholarship opportunities, and financial aid availability.
- Expanded elective opportunities and Work Based Learning/Internship opportunities.

Our ESSER plan includes after school tutoring, expanded extracurricular opportunities, AVID program implementation, and secondary College/Career Specialist. Each of these proposed activities represents this population's feedback about how to best meet the needs of their specific students and families.

## **Civil Rights Organization including Disability Rights Organizations**

The USD 490 superintendent reached out to the KS Human Rights Commission and the ACLU. The KS Human Rights Commission KHRC did note that they have not established specific requirements or even guidance regarding ESSER III funding. Overall, their responses reinforced our focus on providing additional supports for students in the areas of social emotional learning, extended summer school opportunities, comprehensive literacy supports, and after school learning opportunities to address learning loss for our students. We have worked to address removing barriers to increase inclusivity in not only our program implementation but also in our decision making processes.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Administration and other district staff have worked closely with our students and representatives of these subgroup populations in our school district in developing our ESSER support plan. This included direct communication as well as surveys that went out to all USD 490 staff, students and community members. We have also engaged in focus group conversations. The surveys that were sent included responses from stakeholders representing the subgroups of: Native American Tribe Member - 4 responses received, children with disabilities - 16 responses received, English Language Learners - 2 responses received, homeless -0 responses received, Underserved children -2 responses received, children in Foster Care - 1 response received. Through those surveys, conversations and all other data collected, it was clear that the following supports were most needed. At the time of the surveys there were no known migrant or incarcerated students.

- Additional behavioral training for staff including CPI Deescalation Training, PBIS Relaunch, Capturing Kids Hearts Training for New Staff, Mental Health First Aid Training, etc. Based on our data, this behavior training will be extremely important to address the needs of students in this subgroup.
- Increase in behavioral specialists to work with struggling students throughout the school day and in a variety of settings.
- Increase in social workers to support family needs (specifically homelessness, incarceration, and foster care).
- Increase in counselors to support students, families, and staff in trauma informed practices and approaches.

Based on the feedback that was received, we have included these options into our ESSER plan to address the needs of our students and families.

## **Provide the public the opportunity to provide input and take such input into account**

USD 490 provided two-way communication with our community. We utilized a survey that was published on multiple social media platforms as well as being featured on our website. We provided updates at Board of education meetings. Buildings provided updates and gathered input at Site Council meetings. Much of that information allowed the district to identify and respond to specific building needs for allocating our ESSER III funding.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

Like other Kansas schools, USD 490 shifted to remote learning in March of 2020. In the fall of 2020, El Dorado began the year with two learning models: "Blended," for which students attended in-person on alternating days, and "Remote". Despite some remote learning being necessary (mostly at the secondary level), El Dorado Public Schools was able to end the 2020-2021 school year with in person learning across all age groups. We returned in the fall of 2021 with all classes being in person; COVID variants have continued to disrupt our classrooms and families throughout the 2021-22 school year.

The different types of learning environments (blended, remote, in person) and the transitions between these environments (whole class quarantines, individual quarantines, test to stay procedures) created many additional challenges for our families. These challenges have caused learning loss as can be seen in our attendance rates, FastBridge progress monitoring, and state assessment data.

In the last two school years (2020-21, 2021-22) we have seen an increase in our chronic absenteeism rates; our district continues to be above the state average (20.7% in the year of 2020-21). In addition, our secondary schools have experienced a dramatic spike in absenteeism, with our high school absenteeism rates being nearly twice the state average (33.1% in the year of 2020-21). This has impacted our graduation rate and drop out rate (down or up steadily respectively over the last two years). Across all buildings, students of poverty continue to experience the highest rates of absenteeism.

Lack of consistent attendance is one area where learning loss can be identified, specifically for students of poverty at the secondary level. FastBridge progress monitoring data also identifies specific learning loss and learning needs, especially at the elementary level. Students in the first grade, across all three buildings, are significantly lower than the grade level benchmark in areas of phonological awareness and fluency (69% at some or high risk in early reading skills). Students in the third grade also showed significant deficiencies in reading (62% at some or high risk in reading comprehension skills). Both of these grade levels were impacted greatly by COVID learning loss; many of our first grade students did not attend a full year of preschool or attend in person kindergarten because of COVID and our third grade students lost significant learning opportunities their first and second grade years because of COVID. These reading scores illustrate these learning losses for our elementary students.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

USD 490 will address the academic impact of lost instruction time in two ways. Targeted, extended learning opportunities will be available at all grade levels. One on one, after school tutoring will be offered for all students, with a focus on those K-8 students who are identified as "high risk" using FastBridge progress monitoring data. In addition, an extended school year, in the forms of enrichment elementary summer camps or secondary credit recovery programs, will also be available to students. In both cases, engagement and attendance will be a focus for students and their families.

In addition to these extended learning opportunities, ESSER funding will be used to provide expanded support in family engagement (additional social workers and behavior specialists) and reading proficiencies (additional teaching staff, reading specialists, professional development around phonics). LINK Crew and AVID programs will also be available to support students transitioning at the secondary levels.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 490 will implement additional supplemental resources, materials, and intervention supports to decrease student skill gaps. In order to create consistent, best practices, the district will implement a shared phonics curriculum between all three elementary buildings (PreK-5). This curriculum includes resource kits, online access, consumable materials, and professional development in the areas of tiered phonics instruction and intervention. In addition, a consistent social emotional program will be implemented in grades K-12. Extensive professional development will be provided to all staff across the district in relation to this new SEL curriculum.

Social Workers have been added to the itinerant staff and will serve multiple schools, teachers, and students through the MTSS process. Additional staff positions in the areas of literacy, MTSS, mentoring, and coaching will lead developing and modeling for teachers. Finally, the addition of general education teachers at specific grades will help reduce class sizes that were originally projected to be larger.

Additional professional development in the areas of tiered instruction, MTSS, FastBridge screeners, curriculum resources, and math/reading interventions will also be provided using ESSER funds. Finally, the district will explore ways to attract and retain the high-quality staff needed to consistently implement these initiatives.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

El Dorado Public Schools utilizes FastBridge Illuminate screeners in reading and math to identify students experiencing learning loss or who do not meet grade-level expectations. The district also uses Panorama Social Emotional Survey data to identify students who may be at risk in five areas of social emotional development. This SEL screener allows for early intervention for the student and family in a proactive, positive environment. The Panorama dashboard combines discipline entries, attendance rates, current grades, SEL ratings, KAP scores, and FastBridge progress monitoring data to effectively show a comprehensive snapshot of each student in our district.

Both of these screeners (FastBridge and Panorama) are given to students grades K-12. The district also uses data from state assessments, Pre-ACT, ACT, and formative/summative scores to monitor and evaluate student learning.

Professional development opportunities are evaluated for continuous improvement and effectiveness through feedback surveys and baseline data collections. District PD will be assessed at each event; this data is analyzed to ensure ongoing progress towards district goals.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$3,372,166	\$0	\$3,372,166	ESSER III Allocations	\$674,434
Approved Total	\$2,887,309	\$0	\$2,887,309	Approved Total	\$1,043,659
Amount Left	\$484,857	\$0	\$484,857	Amount Still Needed	\$0
In Review Total	\$484,857	\$0	\$484,857	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
490-3-0039	Direct	False	2600	730	14	\$250,000	Task Force Review
490-3-0040	Direct	False	2600	730	14	\$234,857	Task Force Review
490-3-0001	Direct	False	2600	100	14	\$20,000	Approved
490-3-0002	Direct	False	2600	200	14	\$1,800	Approved
490-3-0003	Direct	False	1000	300	3	\$15,000	Approved
490-3-0004	Direct	False	1000	100	3	\$5,000	Approved
490-3-0005	Direct	False	1000	200	3	\$500	Approved
490-3-0006	Direct	True	1000	300	6	\$146,300	Approved
490-3-0007	Direct	False	1000	600	12	\$50,000	Approved
490-3-0008	Direct	True	1000	100	12	\$235,000	Approved
490-3-0009	Direct	True	1000	200	12	\$50,622	Approved
490-3-0010	Direct	True	1000	600	12	\$60,000	Approved
490-3-0011	Direct	True	1000	100	12	\$36,500	Approved
490-3-0012	Direct	True	1000	200	12	\$3,650	Approved
490-3-0013	Direct	False	2213	330	16	\$660,000	Approved
490-3-0014	Direct	False	2213	200	16	\$6,600	Approved
490-3-0016	Direct	True	1000	100	12	\$125,000	Approved
490-3-0017	Direct	True	1000	200	12	\$25,322	Approved
490-3-0018	Direct	False	1000	300	3	\$25,000	Approved
490-3-0019	Direct	False	1000	100	3	\$100,000	Approved
490-3-0020	Direct	False	1000	200	3	\$23,000	Approved
490-3-0021	Direct	False	1000	100	3	\$450,500	Approved
490-3-0022	Direct	False	1000	200	3	\$40,550	Approved
490-3-0023	Direct	True	1000	100	12	\$4,000	Approved
490-3-0024	Direct	True	1000	200	12	\$360	Approved
490-3-0030	Direct	False	2200	200	10	\$35,700	Approved
490-3-0031	Direct	True	1000	100	12	\$120,000	Approved
490-3-0032	Direct	True	1000	200	12	\$12,000	Approved
490-3-0033	Direct	True	1000	600	12	\$32,800	Approved
490-3-0034	Direct	True	1000	600	12	\$35,700	Approved



490-3-0035	Direct	True	1000	700	12	\$39,905	Approved
490-3-0036	Direct	True	1000	100	12	\$100,000	Approved
490-3-0037	Direct	True	1000	200	12	\$16,500	Approved
490-3-0038	Direct	False	2200	100	3	\$410,000	Approved

## Line Item Details

Line Item ID: 490-3-0039

**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**

EHS HVAC Controls

**Account Number**

90-2600-730-001-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Replacement of current HVAC controls at EHS. This is done to improve the air quality at the high school and enable the system to be monitored and controlled remotely. It will also decrease down time of current equipment which will facilitate air circulation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$250,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$250,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 490-3-0040

**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**

HVAC Equipment

**Account Number**

90-2600-730-001-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Replacement of HVAC roof top units at El Dorado High School. Air flow is decreased when roof top units are not functioning and due to the age of the building we have units that are not working. Replacement units will allow increased air flow which will improve the air quality and the health of our staff and students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$234,857
<b>Total Expenditures</b>	\$234,857

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 490-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Maintenance Energy Manager

**Account Number**

90-2600-100-001-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Monitor and adjust HVAC to respond to facility needs within COVID safety protocols

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$20,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$20,000**Status**

Approved

Line Item ID: 490-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Maintenance Energy Manager

**Account Number**

90-2600-200-001-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Monitor and adjust HVAC to respond to facility needs within COVID safety protocols

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,800**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,800**Status**

Approved

Line Item ID: 490-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Mentor Enrichment Training

**Account Number**

90-1000-300-001-00

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**3 - Providing principals and other  
school leaders with resources to  
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide additional support for significant behavior interventions and SEL needs

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,500**Budgeted Expenditures in SFY 2024** \$7,500**Total Expenditures** \$15,000**Status**

Approved

Line Item ID: 490-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Mentor Enrichment Salary

**Account Number**

90-1000-100-001-00

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**3 - Providing principals and other  
school leaders with resources to  
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide additional support for significant behavior interventions and SEL needs

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,500**Budgeted Expenditures in SFY 2024** \$2,500**Total Expenditures** \$5,000**Status**

Approved

Line Item ID: 490-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Mentor Enrichment Benefits

**Account Number**

90-1000-200-001-00

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide additional support for significant behavior interventions and SEL needs

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$250**Budgeted Expenditures in SFY 2024** \$250**Total Expenditures** \$500**Status**

Approved

Line Item ID: 490-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Professional Development

**Account Number**

90-1000-300-001-00

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**6 - Training and professional  
development for LEA staff on sanitation  
and minimizing the spread of infectious  
disease.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Expand professional development in the areas of behavior interventions, MTSS tiered expansion, leadership capacity, and SEL instruction.

USD 490 plans to send certified staff to AVID Training for a one (1) year period. This cost also includes the AVID contract and materials for followup supports.

EHS AVID Contract - \$60,337

EHS AVID Training: (Hotel 6,000/Per Diem 3,120/Vehicle 1,400)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$73,150
<b>Budgeted Expenditures in SFY 2024</b>	\$73,150
<b>Total Expenditures</b>	<u>\$146,300</u>

**Status**

Approved

Line Item ID: 490-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Emotional Curriculum

**Account Number**

90-1000-600-001-00

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Explicit K-12 SEL curriculum to address learning loss, especially with our special populations, so that we can begin to address the academic learning losses.

USD 490 plans to purchase Positive Action SEL, Pre-K - 12, Tier 1 ESSA program

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$50,000</u>

**Status**

Approved

Line Item ID: 490-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Elementary Early Interventionists Salary

**Account Number**

90-1000-100-001-00

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Address learning loss in the areas of reading, USD 490 will be hiring two (2) additional teachers at these early grades which will allow for more intensive literacy interventions with our special populations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$117,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$117,500
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<b>Total Expenditures</b>	\$235,000
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**Status**

Approved

Line Item ID: 490-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Elementary Early Interventionists Benefits

**Account Number**

90-1000-200-001-00

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Address learning loss in the areas of reading, an additional teacher at these early grades will allow for more intensive literacy interventions with our special populations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$25,311
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<b>Budgeted Expenditures in SFY 2024</b>	\$25,311
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<b>Total Expenditures</b>	\$50,622
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**Status**

Approved

Line Item ID: 490-3-0010



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Phonics Curriculum Materials

**Account Number**

90-1000-600-001-00

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An explicit, shared phonics curriculum is necessary to address the district wide reading learning loss, especially with our special populations.

USD 490 is planning to purchase Really Great Reading for phonics instruction grades K-5. The Really Great Reading instructional program meets Tier 1 evidenced based requirements of ESSA.

Really Great Reading will be used in 490's Title I schoolwide Elem. buildings. This will be used as a Tier II and Tier III intervention as measured with FastBridge data. Students who are determined Tier II and Tier III can be from the subgroups that include students with disabilities and Foster Children.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$60,000</u>

**Status**

Approved

Line Item ID: 490-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Phonics Curriculum Stipends

**Account Number**

90-1000-100-001-00

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide training on the an explicit, shared phonics curriculum is necessary to address the district wide reading learning loss, especially with our special populations.

This cost includes the price of a professional development trainer in addition to paying district PreK-5 staff to attend this training. 53 teachers @ \$20 per hour.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18,250
<b>Budgeted Expenditures in SFY 2024</b>	\$18,250
<b>Total Expenditures</b>	<u>\$36,500</u>

**Status**

Approved

Line Item ID: 490-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Phonics Curriculum Benefits

**Account Number**

90-1000-200-001-00

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide training on the an explicit, shared phonics curriculum is necessary to address the district wide reading learning loss, especially with our special populations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,825
<b>Budgeted Expenditures in SFY 2024</b>	\$1,825
<b>Total Expenditures</b>	<u>\$3,650</u>

**Status**

Approved

Line Item ID: 490-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention Pay Salary

**Account Number**

90-2213-330-001-00

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Support and retain high quality staff. Maintaining quality staff is critical to overcome all effects of learning loss (physical, mental, emotional, social). The amount is derived as a stipend for additional COVID loss of learning responsibilities throughout the school year. Each USD 490 staff member will receive \$1,000 per year for two years for 330 employees.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$330,000
<b>Budgeted Expenditures in SFY 2024</b>	\$330,000
<b>Total Expenditures</b>	<u>\$660,000</u>

**Status**

Approved

Line Item ID: 490-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention Pay Benefits

**Account Number**

90-2213-200-001-00

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Support and retain high quality staff. Maintaining quality staff is critical to overcome all effects of learning loss (physical, mental, emotional, social).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,300
<b>Budgeted Expenditures in SFY 2024</b>	\$3,300
<b>Total Expenditures</b>	<u>\$6,600</u>

**Status**

Approved

Line Item ID: 490-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Elementary Early Interventionist Salary

**Account Number**

90-1000-100-001-00

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Address learning loss in the areas of reading, an additional teacher at these early grades will allow for more intensive literacy interventions with our special populations.

Elementary Class Size Reduction Early Intervention (2 years: 1st grade position for 22-23 & 2nd grade position 23-24): Salary. This was based on district class sizes, COVID interruptions, and learning loss data.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$62,500
<b>Budgeted Expenditures in SFY 2024</b>	\$62,500
<b>Total Expenditures</b>	<u>\$125,000</u>

**Status**

Approved

Line Item ID: 490-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Elementary Early Interventionist Benefits

**Account Number**

90-1000-200-001-00

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Address learning loss in the areas of reading, an additional teacher at these early grades will allow for more intensive literacy interventions with our special populations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,661
<b>Budgeted Expenditures in SFY 2024</b>	\$12,661
<b>Total Expenditures</b>	<u>\$25,322</u>

**Status**

Approved

Line Item ID: 490-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Link Crew

**Account Number**

90-1000-300-001-00

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Expand professional learning to grow student mentoring program for the high school. Transitions have impacted attendance and learning loss for students. Link Crew staff will train USD 490 El Dorado High School staff and students to promote positive transitions for students moving up to the high school. The yearly cost is derived from The Boomerang Project which provides the Link Leader training and orientation for Link Leaders. This is a \$12,500 per year cost for a total of \$25,000 for two years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,500
<b>Budgeted Expenditures in SFY 2024</b>	\$12,500
<b>Total Expenditures</b>	<u>\$25,000</u>

**Status**

Approved

Line Item ID: 490-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

College &amp; Career Specialist Salary

**Account Number**

90-1000-100-001-00

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Support students in accessing additional post-secondary opportunities regardless of learning loss

New position: College &amp; Career Specialist (\$50,000/year for 2 years): EHS Salary

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$50,000**Budgeted Expenditures in SFY 2024** \$50,000**Total Expenditures** \$100,000**Status**

Approved

Line Item ID: 490-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

College &amp; Career Specialist Benefits

**Account Number**

90-1000-200-001-00

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Support students in accessing additional post-secondary opportunities regardless of learning loss

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11,500**Budgeted Expenditures in SFY 2024** \$11,500**Total Expenditures** \$23,000**Status**

Approved

Line Item ID: 490-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Building Flex Substitute Salary

**Account Number**

90-1000-100-001-00

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Longterm Building Subs to cover staff outages out for isolation and/or quarantine due to Covid. Each of the 6 buildings has 1 longterm building sub.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$225,250
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<b>Budgeted Expenditures in SFY 2024</b>	\$225,250
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<b>Total Expenditures</b>	\$450,500
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**Status**

Approved

Line Item ID: 490-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Building Flex Substitute Benefits

**Account Number**

90-1000-200-001-00

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Longterm Building Subs to cover staff outages out for isolation and/or quarantine due to Covid. Each of the 6 buildings has 1 longterm building sub.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$20,275
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<b>Budgeted Expenditures in SFY 2024</b>	\$20,275
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<b>Total Expenditures</b>	\$40,550
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**Status**

Approved

Line Item ID: 490-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Seminar Curriculum Team Salary

**Account Number**

90-1000-100-001-00

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Create curricular materials to address learning loss and encourage student engagement with our special populations. Seminar Curriculum Team (\$2,000/year for 2 years): \$1,000 per year for two years. 10 staff members @ 10 hours per year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
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<b>Total Expenditures</b>	<u>\$4,000</u>
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**Status**

Approved

Line Item ID: 490-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Seminar Curriculum Team Benefits

**Account Number**

90-1000-200-001-00

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Create curricular materials to address learning loss and encourage student engagement with our special populations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$180
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<b>Budgeted Expenditures in SFY 2024</b>	\$180
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<b>Total Expenditures</b>	<u>\$360</u>
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**Status**

Approved

Line Item ID: 490-3-0030



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Mental Health Staff Benefits

**Account Number**

90-2200-200-001-00

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Mental health staff will support students by addressing the SEL and behavioral needs which are impacting the child's ability to learn.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$17,850
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<b>Budgeted Expenditures in SFY 2024</b>	\$17,850
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<b>Total Expenditures</b>	<u>\$35,700</u>
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**Status**

Approved

Line Item ID: 490-3-0031

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Tutoring Salary

**Account Number**

90-1000-100-001-00

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After school tutoring program to address specific student academic gaps due to learning loss.

Figured @ \$25 per hour for 4 staff members per building

After School Tutoring - students work with teachers on remedial skills (\$15,000/year for 2 years): EMS Salary

Remedial/Enrichment After School Tutoring Program (\$15,000/year for 2 years): BE Salary

Remedial/Enrichment After School Tutoring Program (\$15,000/year for 2 years): GE Salary

Remedial/Enrichment After School Tutoring Program (\$15,000/year for 2 years): SE Salary

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$60,000
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<b>Total Expenditures</b>	<u>\$120,000</u>
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**Status**

Approved

Line Item ID: 490-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Tutoring Benefits

**Account Number**

90-1000-200-001-00

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After school tutoring program to address specific student academic gaps due to learning loss.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,000**Budgeted Expenditures in SFY 2024** \$6,000**Total Expenditures** \$12,000**Status**

Approved

Line Item ID: 490-3-0033

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

IXL Intervention

**Account Number**

90-1000-600-001-00

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidenced based intervention for learning loss in Math

USD 490 will be purchasing four (4) building-wide subscriptions to IXL Math for all teachers and students to access grade K-8.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16,400**Budgeted Expenditures in SFY 2024** \$16,400**Total Expenditures** \$32,800**Status**

Approved

Line Item ID: 490-3-0034

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Lexia Intervention

**Account Number**

90-1000-600-001-00

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidenced based intervention for learning loss in Reading

USD 490 will be purchasing three (3) building-wide subscriptions to Lexia Core 5 Reading for all teachers and students to access grade K-5.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$17,850
<b>Budgeted Expenditures in SFY 2024</b>	\$17,850
<b>Total Expenditures</b>	<u>\$35,700</u>

**Status**

Approved

Line Item ID: 490-3-0035

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Intervention Material for Academic and Behavior

**Account Number**

90-1000-700-001-00

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Materials to support academic and behavioral interventions including sensory room materials, decodable books, math manipulatives, LETRS resources, etc.

BE Sensory Room Equipment: flexible furniture, kinesthetic tools, manipulatives - \$6,800

BE Decodable Books for Learning Loss (\$100/teacher for 18 teachers) = \$1,800

GE Phonics Student Support Kits (8 sets) = \$4,200

GE High Noon Decodable books = \$10,199

GE Sensory Room: kinesthetic tools, manipulatives = \$6,800

GE Versa Tiles Math Classroom Kits - 12 Grade appropriate kits (299.99/kit) = \$3,600

GE Lakeshore mirrors from LETRS Training (24 sets - 21.99/set) = \$530

SE High Noon Decodable books = \$5,976

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$39,905

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$39,905

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer Services

**Account Number**

90-1000-100-001-00

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Address learning loss in the areas of reading and math to allow for more intensive interventions with our special populations. Provide summer instruction for students who have demonstrated learning loss.

K-12 summer school instructors (50,000/year for 2 years): District Salary

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$50,000

**Budgeted Expenditures in SFY 2024** \$50,000

**Total Expenditures** \$100,000

**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 490-3-0037

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer Services

**Account Number**

90-1000-200-001-00

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Address learning loss in the areas of reading and math to allow for more intensive interventions with our special populations. Provide summer instruction for students who have demonstrated learning loss.

K-12 summer school instructors (\$8,250/year for 2 years): District Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,250
<b>Budgeted Expenditures in SFY 2024</b>	\$8,250
<b>Total Expenditures</b>	<u>\$16,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 490-3-0038

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Mental Health Staff Salary

**Account Number**

90-2200-100-001-00

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Mental health staff and Family support staff will support students by addressing the SEL and behavioral needs which are impacting the child's ability to learn. Staff will also work with students and families to engage in school including school attendance and career planning

Social/Emotional - Community Engagement Coordinator (\$80,000/year for 2 years): District Salary

Social/Emotional - Student Engagement Coordinator (\$60,000/year for 2 years): EHS Salary

Mental Health Services- Social Worker (\$50,000/year for 1 years): District Salary

Mental Health Services- Behavior Specialist (\$80,000/year for 1 years): District Salary

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$140,000

**Budgeted Expenditures in SFY 2024** \$270,000

**Total Expenditures** \$410,000

**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

# ESSER III APPLICATION FOR D0497

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Lawrence	110 McDonald Drive, Lawrence, KS 660441063	110 McDonald Drive, Lawrence, KS 660441063
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Anthony Lewis	Anthony.Lewis@usd497.org	(785) 832-5000

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Cynde Frick	Board Treasurer/Executive Director Finance	cynde.frick@usd497.org	(785) 330-2376

### Other District Representative 1 - Name

Kevin.Etzel@usd497.org

### Other District Representative 1 - E-mail Address

kevin.etzel@usd497.org

### Other District Representative 2 - Name

Kevin.Etzel@usd497.org

### Other District Representative 2 - E-mail Address

Kevin.Etzel@usd497.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.usd497.org/covid19>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

The district continues to follow CDC guidance on reopening schools, using ESSER III funds to support smaller class sizes, continued use of PPE and sanitization of all areas is a high priority. An air quality study was done for all district buildings and a plan developed for improvements in this area to be done with ESSER III funding.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students



The district invited secondary students to participate in a ThoughtExchange to provide their thoughts and rate others to identify student priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 393 or 17% were students. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

In addition, the district regularly invites student feedback through school culture and climate surveys, public forums, the Superintendent's Student Advisory Council, school student organizations, K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

## **Families**

The district invited all parents and guardians to participate in a ThoughtExchange to provide their thoughts and rate others to identify parent/guardians' priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 1,429 or 60% were parents/guardians. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

In addition, the district regularly invites parent/guardian feedback through school culture and climate surveys, public forums, school parent organizations, site councils, and school and district parent advisory committees; K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

## **School and District Administrators including Special Education Administration**

The district invited all school and district administrators to participate in a ThoughtExchange to provide their thoughts and rate others to identify their priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 16 or 1% were school or district administrators. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

In addition, the district invited each building administrator to work with their school staff to identify needs and submit requests for ESSER III funding. School and district administrators serve on the district's Budget and Program Evaluation Committee.

The district regularly invites school and district administrator feedback through surveys, public forums, administrative meetings, district advisory committees; and one-to-one meeting with the superintendent.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The district invited all teachers and staff, including members of the Lawrence Education Association (certified staff union) and Personnel Association of Lawrence (classified staff union) to participate in a ThoughtExchange to provide their thoughts and rate others to identify their priorities.

The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 14% or 331 were certified staff and 7% or 169 were classified staff. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

In addition, the district invited each building administrator to work with their school staff to identify needs and submit requests for ESSER III funding. Certified and classified staff representatives serve on the district's Budget and Program Evaluation Committee.

The district regularly invites staff feedback through school culture and climate surveys, public forums, district advisory committees, contract negotiations with the certified and classified staff unions, one-on-one meetings with certified and classified union presidents, K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

## **Tribes**

There are no federally recognized tribes located in Lawrence USD 497. As part of its outreach for input, the district shared a link to an online ThoughtExchange with its Native American Student Services Parent Advisory Committee and with the leadership of Haskell Indian Nations University.

The district invited them to provide their thoughts and rate others to identify priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 60% identified themselves as parents, 17% as students, 14% as certified staff, 7% at classified staff, 1% as school or district administration, and 1% as community members. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

In addition, the district regularly invites feedback from members of the Native American community through school culture and climate surveys, public forums, the Native American Student Services Parent Advisory Committee and other district advisory committees, K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

## **Civil Rights Organization including Disability Rights Organizations**

As part of its outreach for input, the district shared a link to an online ThoughtExchange with members of the Lawrence Special Education Advisory Council and the leadership of the Lawrence Branch of the NAACP.

The district invited them to provide their thoughts and rate others to identify priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 60% identified themselves as parents, 17% as students, 14% as certified staff, 7% as classified staff, 1% as school or district administration, and 1% as community members. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

In addition, the district regularly invites feedback from members of disability and civil rights organizations through school culture and climate surveys, public forums, the Lawrence Special Education Advisory Council, District Equity Council, Parents of Color, Native American Parent Advisory Committee, and other district advisory committees; K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

As part of its outreach for input, the district shared a link to an online ThoughtExchange with all parents and guardians, all staff, secondary students, and the public. The district translated this communication into Arabic, Spanish, Korean, and Chinese.

The district's outreach included members of the Lawrence Special Education Advisory Council, Equity Advisory Council, Parents of Color, Native American Student Services Parent Advisory Committee, and parents and guardians of students identified as homeless, in foster care, migratory, incarcerated, and underserved.

The district invited them to provide their thoughts and rate others to identify priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 1,429 or 60% were parents/guardians. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

In addition, the district regularly invites feedback from stakeholders representing underserved groups through school culture and climate surveys, public forums, the Lawrence Special Education Advisory Council, District Equity Council, Parents of Color, Native American Parent Advisory Committee, and other district advisory committees; K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

### **Provide the public the opportunity to provide input and take such input into account**

The district invited all parents and guardians, secondary students, school and district administration, certified and classified staff, and the public to participate in a ThoughtExchange to provide their thoughts and rate others to identify priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 1,429 or 60% were parents/guardians. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at <https://bit.ly/ESSERThoughtExchange>.

In addition, the district regularly invites feedback from the public through surveys, district advisory committees, public forums, K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

## **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 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic data from district common assessments, grades, and academic screenings indicated that 48.21% of students are academically at-risk due to the impact of the pandemic. More than 36% of students were identified as at-risk socially and emotionally based on data in our Student Risk Screening Scale - Internalizing and externalizing (SRSS-IE), discipline incidents, and attendance. When we examine certain populations (socioeconomic status, race/ethnicity, special education, and English language learners), we have determined that 12.8% of our student population have multiple factors that increase risk to negative outcomes due to the pandemic. When looking at individual schools, we see impacts to at-risk populations as high as 76.1%. COVID-19 had a financial impact on the school district due to a significant decrease in enrollment of 647.9 FTE in 2020-2021 and the students have not returned to the school district in 2021-2022.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

The District's proposed use of funds that will include the following activities using evidence-based interventions and multi-tiered supports academically, socially and emotionally. Data is made easily assessable to teachers in order to provide those direct supports and personalized learning opportunities, each student needs; Smaller class sizes; summer school and extended learning at all levels; After school programs for MATH/SEL/STEAM; Tutoring and Credit Recovery opportunities; Academic Interventionists providing supports to both teachers and students; Social and Emotional Student Support facilitators; Retention Incentive Plan for staff, in order to maintain qualified staff. Research shows that retention of staff plays an important role in student success;

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The remaining funds will be used to address air quality and filtration through out the districts school sites. A study was done and systems were evaluated, and a plan developed for making the necessary improvements to ensure the buildings are providing a safe and clean environment for students and staff.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The district is using various pre/post assessments, district common assessments, AimsWebPlus and grades, for social and emotional learning, discipline data, Student Risk Screening Sale - internalizing and externalizing (SRSS-IE) and attendance. Staff continually look at the data across all demographics including lunch status, race/ethnicity, SPED and ELL status to ensure the interventions being implemented are making a difference and if they are not, there is collaboration and alternate interventions implemented.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$13,573,376	\$0	\$13,573,376	ESSER III Allocations	\$2,714,676
Approved Total	\$7,991,178	\$0	\$7,991,178	Approved Total	\$2,534,231
Amount Left	\$5,582,198	\$0	\$5,582,198	Amount Still Needed	\$180,445
In Review Total	\$5,582,198	\$0	\$5,582,198	In Review Total	\$692,098
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
497-3-0094	Direct	False	1000	110	16	\$252,525	Task Force Review
497-3-0095	Direct	False	1000	120	16	\$98,735	Task Force Review
497-3-0096	Direct	False	1000	220	16	\$26,870	Task Force Review
497-3-0097	Direct	False	1000	290	16	\$7,720	Task Force Review
497-3-0098	Direct	False	1000	290	16	\$69,150	Task Force Review
497-3-0099	Direct	False	2600	430	14	\$3,615,700	Task Force Review
497-3-0100	Direct	True	1000	110	12	\$74,530	Task Force Review
497-3-0101	Direct	True	1000	220	12	\$5,760	Task Force Review
497-3-0102	Direct	True	1000	290	12	\$808	Task Force Review
497-3-0103	Direct	False	1000	112	16	\$147,806	Task Force Review
497-3-0104	Direct	False	1000	220	16	\$11,307	Task Force Review
497-3-0105	Direct	False	1000	290	16	\$887	Task Force Review
497-3-0106	Direct	True	1000	110	11A	\$411,900	Task Force Review
497-3-0107	Direct	True	1000	120	11A	\$50,000	Task Force Review
497-3-0108	Direct	True	1000	220	11A	\$35,330	Task Force Review
497-3-0109	Direct	True	1000	290	11A	\$2,770	Task Force Review
497-3-0110	Direct	False	1000	110	16	\$155,000	Task Force Review
497-3-0111	Direct	False	1000	120	16	\$50,000	Task Force Review
497-3-0112	Direct	False	1000	220	16	\$15,680	Task Force Review
497-3-0113	Direct	False	1000	290	16	\$1,920	Task Force Review
497-3-0114	Direct	True	2000	300	12	\$13,600	Task Force Review
497-3-0115	Direct	True	2000	300	12	\$12,000	Task Force Review
497-3-0116	Direct	True	2000	100	12	\$16,960	Task Force Review
497-3-0117	Direct	True	2000	600	12	\$5,440	Task Force Review
497-3-0118	Direct	True	2000	300	12	\$38,500	Task Force Review
497-3-0119	Direct	True	2000	100	12	\$24,500	Task Force Review
497-3-0120	Direct	False	2000	300	10	\$102,000	Task Force Review
497-3-0121	Direct	False	2000	600	10	\$18,000	Task Force Review
497-3-0122	Direct	False	2000	110	16	\$50,808	Task Force Review
497-3-0123	Direct	False	2000	110	10	\$50,808	Task Force Review

497-3-0124	Direct	False	2000	220	10	\$3,880	Task Force Review
497-3-0125	Direct	False	2000	290	10	\$312	Task Force Review
497-3-0126	Direct	False	2000	220	16	\$3,880	Task Force Review
497-3-0127	Direct	False	2000	290	16	\$312	Task Force Review
497-3-0128	Direct	False	2600	344	14	\$181,800	Task Force Review
497-3-0129	Direct	False	2000	120	4	\$23,095	Task Force Review
497-3-0130	Direct	False	2000	220	4	\$1,770	Task Force Review
497-3-0131	Direct	False	2000	290	4	\$135	Task Force Review
497-3-0001	Direct	False	4700	120	16	\$28,793	Approved
497-3-0002	Direct	False	4700	220	16	\$2,203	Approved
497-3-0003	Direct	False	4700	290	16	\$171	Approved
497-3-0004	Direct	False	2500	110	16	\$5,758	Approved
497-3-0005	Direct	False	2500	120	16	\$141,088	Approved
497-3-0006	Direct	False	2500	220	16	\$11,234	Approved
497-3-0007	Direct	False	2500	290	16	\$873	Approved
497-3-0008	Direct	False	3100	120	16	\$155,485	Approved
497-3-0009	Direct	False	3100	220	16	\$11,895	Approved
497-3-0010	Direct	False	3100	290	16	\$924	Approved
497-3-0011	Direct	False	2300	110	16	\$2,880	Approved
497-3-0012	Direct	False	2300	120	16	\$11,517	Approved
497-3-0013	Direct	False	2300	220	16	\$923	Approved
497-3-0014	Direct	False	2300	290	16	\$85	Approved
497-3-0015	Direct	False	1000	110	16	\$2,145,119	Approved
497-3-0016	Direct	False	1000	120	16	\$619,060	Approved
497-3-0017	Direct	False	1000	220	16	\$211,480	Approved
497-3-0018	Direct	False	1000	290	16	\$16,423	Approved
497-3-0019	Direct	False	2200	110	16	\$167,002	Approved
497-3-0020	Direct	False	2200	120	16	\$89,260	Approved
497-3-0021	Direct	False	2200	220	16	\$19,604	Approved
497-3-0022	Direct	False	2200	290	16	\$1,523	Approved
497-3-0023	Direct	False	2600	120	16	\$221,710	Approved
497-3-0024	Direct	False	2600	220	16	\$16,960	Approved
497-3-0025	Direct	False	2600	290	16	\$1,317	Approved
497-3-0026	Direct	False	2400	110	16	\$89,260	Approved
497-3-0027	Direct	False	2400	120	16	\$143,968	Approved
497-3-0028	Direct	False	2400	220	16	\$17,842	Approved
497-3-0029	Direct	False	2400	290	16	\$1,386	Approved
497-3-0030	Direct	False	2100	110	16	\$299,452	Approved
497-3-0031	Direct	False	2100	120	16	\$95,018	Approved
497-3-0032	Direct	False	2100	220	16	\$30,180	Approved
497-3-0033	Direct	False	2100	290	16	\$2,344	Approved
497-3-0034	Direct	True	1000	110	12	\$86,963	Approved

497-3-0035	Direct	True	1000	220	12	\$6,654	Approved
497-3-0036	Direct	True	1000	290	12	\$2,097	Approved
497-3-0037	Direct	True	1000	280	12	\$12,339	Approved
497-3-0038	Direct	True	1000	110	12	\$324,406	Approved
497-3-0039	Direct	True	1000	220	12	\$24,790	Approved
497-3-0040	Direct	True	1000	290	12	\$7,345	Approved
497-3-0041	Direct	True	1000	280	12	\$42,306	Approved
497-3-0046	Direct	True	1000	110	12	\$685,100	Approved
497-3-0047	Direct	True	1000	220	12	\$52,416	Approved
497-3-0048	Direct	True	1000	290	12	\$15,821	Approved
497-3-0049	Direct	True	1000	280	12	\$91,663	Approved
497-3-0050	Direct	True	1000	110	12	\$210,800	Approved
497-3-0051	Direct	True	1000	220	12	\$16,128	Approved
497-3-0052	Direct	True	1000	290	12	\$4,868	Approved
497-3-0053	Direct	True	1000	280	12	\$28,204	Approved
497-3-0054	Direct	True	1000	110	12	\$158,100	Approved
497-3-0055	Direct	True	1000	220	12	\$12,096	Approved
497-3-0056	Direct	True	1000	290	12	\$3,651	Approved
497-3-0057	Direct	True	1000	280	12	\$21,153	Approved
497-3-0058	Direct	True	1000	110	12	\$52,700	Approved
497-3-0059	Direct	True	1000	220	12	\$4,032	Approved
497-3-0060	Direct	True	1000	290	12	\$1,217	Approved
497-3-0061	Direct	True	1000	280	12	\$7,051	Approved
497-3-0062	Direct	True	2100	110	12	\$158,100	Approved
497-3-0063	Direct	True	2100	220	12	\$12,096	Approved
497-3-0064	Direct	True	2100	290	12	\$3,651	Approved
497-3-0065	Direct	True	2100	280	12	\$21,153	Approved
497-3-0066	Direct	True	2200	110	12	\$158,100	Approved
497-3-0067	Direct	True	2200	220	12	\$12,096	Approved
497-3-0068	Direct	True	2200	290	12	\$3,651	Approved
497-3-0069	Direct	True	2200	280	12	\$21,153	Approved
497-3-0070	Direct	True	2213	110	12	\$233,102	Approved
497-3-0071	Direct	True	2213	220	12	\$17,832	Approved
497-3-0072	Direct	True	2213	290	12	\$1,397	Approved
497-3-0078	Direct	False	1000	610	16	\$10,000	Approved
497-3-0079	Direct	False	1000	730	16	\$45,000	Approved
497-3-0080	Direct	False	1000	733	16	\$45,000	Approved
497-3-0081	Direct	False	1000	530	9	\$51,750	Approved
497-3-0082	Direct	False	2590	444	3	\$192,000	Approved
497-3-0083	Direct	False	2600	350	14	\$71,500	Approved
497-3-0089	Direct	False	1000	659	10	\$272,260	Approved
497-3-0090	Direct	False	2240	653	1A	\$158,700	Approved



497-3-0091	Direct	False	2240	320	1A	\$18,000	Approved
497-3-0092	Direct	False	2500	653	16	\$30,000	Approved
497-3-0093	Direct	True	1000	610	12	\$20,000	Approved

## Line Item Details

Line Item ID: 497-3-0094

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Ins ECH/Daycare

**Account Number**

6122IN4000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Reduced amount - Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$126,263

**Budgeted Expenditures in SFY 2024** \$126,262

**Total Expenditures** \$252,525

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request- Per applicant, We have struggled to meet staffing demand for substitutes and classified positions in response to the COVID-19 pandemic. It is understood that one of the main challenges for retaining high quality staff is finding affordable high quality early childhood care. High-quality early childhood care is an evidence based best practice and providing these opportunities for our students and families will help ensure that our youngest learners will have opportunities that prepare them for kindergarten. Plan would involve three early childhood teachers, three early childhood aides, and would have 45 openings for early childhood-aged students from our classified staff. Anticipated hours are to be all day to be flexible to schedules that classified staff may have.

Line Item ID: 497-3-0095

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INS ECH /Daycare

**Account Number**

6122IN4000

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Reduced amount - Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$49,368
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<b>Budgeted Expenditures in SFY 2024</b>	\$49,367
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<b>Total Expenditures</b>	<u>\$98,735</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Change- Per applicant, We have struggled to meet staffing demand for substitutes and classified positions in response to the COVID-19 pandemic. It is understood that one of the main challenges for retaining high quality staff is finding affordable high quality early childhood care. High-quality early childhood care is an evidence based best practice and providing these opportunities for our students and families will help ensure that our youngest learners will have opportunities that prepare them for kindergarten. Plan would involve three early childhood teachers, three early childhood aides, and would have 45 openings for early childhood-aged students from our classified staff. Anticipated hours are to be all day to be flexible to schedules that classified staff may have.

Line Item ID: 497-3-0096

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INS ECH/Daycare

**Account Number**

6122IN4000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Reduced amount - Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13,435**Budgeted Expenditures in SFY 2024** \$13,435**Total Expenditures** \$26,870**Status**

Task Force Review

**Line Item Comment from KSDE**

Change

Line Item ID: 497-3-0097

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INS ECH /Daycare

**Account Number**

6122IN4000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Reduced amount - Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,860**Budgeted Expenditures in SFY 2024** \$3,860**Total Expenditures** \$7,720**Status**

Task Force Review

**Line Item Comment from KSDE**

Change

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INS ECH/Daycare

**Account Number**

6122IN4000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Reduced amount - Provide early childhood services to classified staff to address their challenge of finding high quality childcare to help retain their employment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$34,575
<b>Budgeted Expenditures in SFY 2024</b>	\$34,575
<b>Total Expenditures</b>	\$69,150

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 OPER &amp; MAINT

**Account Number**

6122OM0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

430 - Repairs and Maintenance Services

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Reduced amount - Replacement of current HVAC systems in buildings identified in HVAC evaluation

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500,000**Budgeted Expenditures in SFY 2024** \$3,115,700**Total Expenditures** \$3,615,700**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 497-3-0100

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INSTRUCTION

**Account Number**

6122IN4400

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Reduced amount - Additional learning opportunities - tutoring, after school supports / programs

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$24,843**Budgeted Expenditures in SFY 2023** \$24,843**Budgeted Expenditures in SFY 2024** \$24,844**Total Expenditures** \$74,530**Status**

Task Force Review

**Line Item Comment from KSDE**

Change-

Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. More than 36% of students were identified as at-risk socially and emotionally based on data in our Student Risk Screening Scale - Internalizing and externalizing (SRSS-IE), discipline incidents, and attendance. When we examine certain populations (socioeconomic status, race/ethnicity, special education, and English language learners), we have determined that 12.8% of our student population have multiple factors that increase risk to negative outcomes due to the pandemic. When looking at individual schools, we see impacts to at-risk populations as high as 76.1%. Per narrative regarding evidence based intervention use of reserve funds, After school programs for MATH/SEL/STEAM; Tutoring and Credit Recovery opportunities.

Line Item ID: 497-3-0101

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INSTRUCTION

**Account Number**

6122IN4400

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Reduced amount - Additional learning opportunities - tutoring, after school supports / programs

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,920**Budgeted Expenditures in SFY 2023** \$1,920**Budgeted Expenditures in SFY 2024** \$1,920**Total Expenditures** \$5,760**Status**

Task Force Review

**Line Item Comment from KSDE**

Change

Line Item ID: 497-3-0102

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INSTRUCTION

**Account Number**

6122IN4400

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Reduced amount - Additional learning opportunities - tutoring, after school supports / programs

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$269**Budgeted Expenditures in SFY 2023** \$269**Budgeted Expenditures in SFY 2024** \$270**Total Expenditures** \$808**Status**

Task Force Review

**Line Item Comment from KSDE**

Change

Line Item ID: 497-3-0103

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Substitutes

**Account Number**

6122IN0000

**Function Code**

1000 - Instruction

**Object Code**

112 - Full-Time Substitutes' Salaries for Certified Staff

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New - Increase of \$10 in daily and long term certified substitute pay. To recruit new certified substitutes and retain existing certified staff who are currently covering for those unfilled positions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$147,806
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<b>Total Expenditures</b>	\$147,806
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 497-3-0104

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Substitutes

**Account Number**

6122IN0000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New - Increase of \$10 in daily and long term certified substitute pay. To recruit new certified substitutes and retain existing certified staff who are currently covering for those unfilled positions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$11,307
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<b>Total Expenditures</b>	\$11,307
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Substitutes

**Account Number**

6122IN0000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New - Increase of \$10 in daily and long term certified substitute pay. To recruit new certified substitutes and retain existing certified staff who are currently covering for those unfilled positions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$887
<b>Total Expenditures</b>	\$887

**Status**

Task Force Review

**Line Item Comment from KSDE**

New

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 SUMMER SCHOOL

**Account Number**

6122IN4400

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$205,950**Budgeted Expenditures in SFY 2024** \$205,950**Total Expenditures** \$411,900**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 497-3-0107

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 SUMMER SCHOOL

**Account Number**

6122IN4400

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$25,000**Budgeted Expenditures in SFY 2024** \$25,000**Total Expenditures** \$50,000**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 497-3-0108

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 SUMMER SCHOOL

**Account Number**

6122IN0000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$17,665**Budgeted Expenditures in SFY 2024** \$17,665**Total Expenditures** \$35,330**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 497-3-0109

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 SUMMER SCHOOL

**Account Number**

6122IN4400

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,385**Budgeted Expenditures in SFY 2024** \$1,385**Total Expenditures** \$2,770**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 497-3-0110

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 RETENTION

**Account Number**

6122IN0000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New- add retention stipend for those who were employed in May 15, 2024 and continue employment through September 3, 2024. This approximately \$100 stipend would be paid to all approximately 1550 staff, on or before September 30, 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$155,000
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<b>Total Expenditures</b>	\$155,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New-  
6-29-23-PC w/ District: employment date will be 5/23/24 instead of 5/15/24.

Line Item ID: 497-3-0111

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 RETENTION

**Account Number**

6122IN0000

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New- add retention stipend for those who were employed in May 15, 2024 and continue employment through September 3, 2024. This approximately \$100 stipend would be paid to all approximately 1550 staff, on or before September 30, 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
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<b>Total Expenditures</b>	\$50,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New-

Line Item ID: 497-3-0112

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 RETENTION

**Account Number**

6122IN0000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New- add retention stipend for those who were employed in May 15, 2024 and continue employment through September 3, 2024. This approximately \$100 stipend would be paid to all approximately 1550 staff, on or before September 30, 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$15,680
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<b>Total Expenditures</b>	<u>\$15,680</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New-

Line Item ID: 497-3-0113

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 RETENTION

**Account Number**

6122IN0000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New- add retention stipend for those who were employed in May 15, 2024 and continue employment through September 3, 2024. This approximately \$100 stipend would be paid to all approximately 1550 staff, on or before September 30, 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,920
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<b>Total Expenditures</b>	<u>\$1,920</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New-

Line Item ID: 497-3-0114

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 PROFESSIONAL DEVELOPMENT

**Account Number**

6122ST0000

**Function Code**

2000 - Support Services

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

New item - KAGAN professional development to send 4 staff to KAGAN 5 day workshop and 2 day coach training including registration, flights, hotel and per diem. Student subgroups served by this PD will be Title I and ESL.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$13,600
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<b>Total Expenditures</b>	<u>\$13,600</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide more information. What student subgroups will be impacted by this training?  
New

Line Item ID: 497-3-0115



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 PROFESSIONAL DEVELOPMENT

**Account Number**

6122ST0000

**Function Code**

2000 - Support Services

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

New item - KAGAN professional development in-house with consultant for 160 staff members. Student subgroups impacted by this PD will be Title I and ESL.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$12,000
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<b>Total Expenditures</b>	<u>\$12,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide more information. What student subgroups will be impacted by this training?  
New

Line Item ID: 497-3-0116

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 PROFESSIONAL DEVELOPMENT

**Account Number**

6122ST0000

**Function Code**

2000 - Support Services

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New item - KAGAN professional development staff stipend for those attending training. Stipend paid at approximately \$156 in salary and employer cost for one day of training. Student subgroups impacted by this PD will be Title I and ESL.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$16,960
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<b>Total Expenditures</b>	<u>\$16,960</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide more information. What student subgroups will be impacted by this training?  
New-

Line Item ID: 497-3-0117

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 PROFESSIONAL DEVELOPMENT

**Account Number**

6122ST0000

**Function Code**

2000 - Support Services

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New item - KAGAN professional development books for staff training. Student subgroups impacted by this PD will be Title I and ESL.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$5,440
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<b>Total Expenditures</b>	<u>\$5,440</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide more information. What student subgroups will be impacted by this training?  
New

Line Item ID: 497-3-0118

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 PROFESSIONAL DEVELOPMENT

**Account Number**

6122ST4870

**Function Code**

2000 - Support Services

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

New item - AVID professional development registration for 80 staff. Student subgroups impacted by this PD will be Title I and ESL.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$38,500**Total Expenditures** \$38,500**Status**

Task Force Review

**Line Item Comment from KSDE**Please provide more information. What student subgroups will be impacted by this training?  
New

Line Item ID: 497-3-0119

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 PROFESSIONAL DEVELOPMENT

**Account Number**

6122ST4870

**Function Code**

2000 - Support Services

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New item - AVID professional development stipend for approximately 80 staff attending. Student subgroups impacted by this PD will be Title I and ESL.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$24,500
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<b>Total Expenditures</b>	\$24,500
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide more information. What student subgroups will be impacted by this training?  
New

Line Item ID: 497-3-0120

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Social Emotional

**Account Number**

6122ST1300

**Function Code**

2000 - Support Services

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New item - Character Strong professional development for new social emotional curriculum implementation. Back to school kick-off training, convocation speaker and professional development through 2023-24.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$102,000
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<b>Total Expenditures</b>	\$102,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 497-3-0121

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Social Emotional

**Account Number**

6122ST1300

**Function Code**

2000 - Support Services

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New item - Character Strong book study professional development

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$18,000

**Total Expenditures** \$18,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 497-3-0122

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 SPED STIPEND

**Account Number**

6122IN8000

**Function Code**

2000 - Support Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New item - New hire stipend of \$1,000 for new certified special education staff working in certified SPED position. Incentive to fill many certified special education openings.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$50,808

**Total Expenditures** \$50,808

**Status**

Task Force Review

**Line Item Comment from KSDE**

New

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Social Emotional

**Account Number**

6122IS1300

**Function Code**

2000 - Support Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New item - Staff stipends to provide additional support to building staff and students. Support includes social emotional and behavioral aspects. Additional support will be helping staff manage the social emotional and behavioral needs of students. Up to 10 stipends of \$5,000 each will be paid during the 2023/24 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$50,808
<b>Total Expenditures</b>	\$50,808

**Status**

Task Force Review

**Line Item Comment from KSDE**

What additional supports will be provided, how many employees will receive it or how much is each stipend, and when will it be paid?  
New

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Social Emotional

**Account Number**

6122IS1300

**Function Code**

2000 - Support Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New item - Staff stipends to provide additional support to building staff and students. Support includes social emotional and behavioral aspects. Additional support will be helping staff manage the social emotional and behavioral needs of students. Up to 10 stipends of \$5,000 each will be paid during the 2023/24 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$3,880
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<b>Total Expenditures</b>	<u>\$3,880</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

What additional supports will be provided, how many employees will receive it or how much is each stipend, and when will it be paid?

New

Line Item ID: 497-3-0125



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Social Emotional

**Account Number**

6122IS1300

**Function Code**

2000 - Support Services

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New item - Staff stipends to provide additional support to building staff and students. Support includes social emotional and behavioral aspects. Additional support will be helping staff manage the social emotional and behavioral needs of students. Up to 10 stipends of \$5,000 each will be paid during the 2023/24 fiscal year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$312
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<b>Total Expenditures</b>	\$312
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**Status**

Task Force Review

**Line Item Comment from KSDE**

What additional supports will be provided, how many employees will receive it or how much is each stipend, and when will it be paid?

New

Line Item ID: 497-3-0126

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 SPED STIPEND

**Account Number**

6122IN8000

**Function Code**

2000 - Support Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New item - New hire stipend of \$1,000 for new certified special education staff working in certified SPED position. Incentive to fill many certified special education openings.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$3,880
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<b>Total Expenditures</b>	<u>\$3,880</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 497-3-0127

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 SPED STIPEND

**Account Number**

6122IN8000

**Function Code**

2000 - Support Services

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New item - New hire stipend of \$1,000 for new certified special education staff working in certified SPED position. Incentive to fill many certified special education openings.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$312
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<b>Total Expenditures</b>	<u>\$312</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 OPER & MAINT

**Account Number**

6122OM0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

344 - Engineering Services

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Reduced amount - Engineering services to upgrade controls for HVAC systems

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$181,800
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$181,800

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change- Allowable if meets CDC guidelines.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 STUDENT SUPPORT

**Account Number**

6122SS0000

**Function Code**

2000 - Support Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New item - Student support services for Native American Student Services, includes engagement and belonging activities.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$23,095

**Total Expenditures** \$23,095

**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 497-3-0130

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 STUDENT SUPPORT

**Account Number**

6122SS0000

**Function Code**

2000 - Support Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New item - Student support services for Native American Student Services, includes engagement and belonging activities.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$1,770

**Total Expenditures** \$1,770

**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 497-3-0131

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 STUDENT SUPPORT

**Account Number**

6122SS0000

**Function Code**

2000 - Support Services

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New item - Student support services for Native American Student Services, includes engagement and belonging activities.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$135

**Total Expenditures** \$135

**Status**

Task Force Review

**Line Item Comment from KSDE**

New

Line Item ID: 497-3-0001

**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**

ESSER3 BUILDING IMPROVEMENT

**Account Number**

6122BI0000

**Function Code**

4700 - Building Improvements

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$11,517**Budgeted Expenditures in SFY 2023** \$17,276**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$28,793**Status**

Approved

**Line Item Comment from KSDE**

Per applicant, The pandemic has led to greater than normal turnover in employees. USD497 created a retention schedule to encourage employees to stay employed with the District. Retaining employees is vital to creating a beneficial learning environment to the students. The retention incentive plan would require an employee to be continuously employed for a stretch of time (see below) to receive the payment.

Employed On: Still Employed On: Individual Receives: Payment Date:

10/04/2021 02/21/2022 \$500.00 Application Approval

02/21/2022 05/26/2022 \$500.00 06/17/2022

05/26/2022 10/03/2022 \$500.00 10/21/2022

10/03/2022 02/20/2023 \$500.00 03/10/2023

02/20/2023 05/25/2023 \$500.00 05/25/2023

Line Item ID: 497-3-0002

**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**

ESSER3 BUILDING IMPROVEMENT

**Account Number**

6122BI0000

**Function Code**

4700 - Building Improvements

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$881**Budgeted Expenditures in SFY 2023** \$1,322**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,203**Status**

Approved

Line Item ID: 497-3-0003

**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**

ESSER3 BUILDING IMPROVEMENT

**Account Number**

6122BI0000

**Function Code**

4700 - Building Improvements

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$69**Budgeted Expenditures in SFY 2023** \$102**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$171**Status**

Approved

Line Item ID: 497-3-0004



**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**

ESSER3 CENTRAL SERVICES

**Account Number**

6122CS0000

**Function Code**

2500 - Central Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,303**Budgeted Expenditures in SFY 2023** \$3,455**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,758**Status**

Approved

**Line Item Comment from KSDE**

See Row 1

Line Item ID: 497-3-0005

**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**

ESSER3 CENTRAL SERVICES

**Account Number**

6122CS0000

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$56,435**Budgeted Expenditures in SFY 2023** \$84,653**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$141,088**Status**

Approved

**Line Item Comment from KSDE**

See Row 1

Line Item ID: 497-3-0006

**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**

ESSER3 CENTRAL SERVICES

**Account Number**

6122CS0000

**Function Code**

2500 - Central Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,494**Budgeted Expenditures in SFY 2023** \$6,740**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$11,234**Status**

Approved

Line Item ID: 497-3-0007

**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**

ESSER3 CENTRAL SERVICES

**Account Number**

6122CS0000

**Function Code**

2500 - Central Services

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$349**Budgeted Expenditures in SFY 2023** \$524**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$873**Status**

Approved

Line Item ID: 497-3-0008

**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**

ESSER3 FOOD SERVICE

**Account Number**

6122FS0000

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$62,194**Budgeted Expenditures in SFY 2023** \$93,291**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$155,485**Status**

Approved

**Line Item Comment from KSDE**

See Row 15

Line Item ID: 497-3-0009

**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**

ESSER3 FOOD SERVICE

**Account Number**

6122FS0000

**Function Code**

3100 - Food Service Operations

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,758**Budgeted Expenditures in SFY 2023** \$7,137**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$11,895**Status**

Approved

Line Item ID: 497-3-0010

**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**

ESSER3 FOOD SERVICE

**Account Number**

6122FS0000

**Function Code**

3100 - Food Service Operations

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$370**Budgeted Expenditures in SFY 2023** \$554**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$924**Status**

Approved

Line Item ID: 497-3-0011

**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**

ESSER3 GENERAL ADMIN

**Account Number**

6122GA0000

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,152**Budgeted Expenditures in SFY 2023** \$1,728**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,880**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0012

**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**

ESSER3 GENERAL ADMIN

**Account Number**

6122GA0000

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,607**Budgeted Expenditures in SFY 2023** \$6,910**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$11,517**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0013

**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**

ESSER3 GENERAL ADMIN

**Account Number**

6122GA0000

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$369**Budgeted Expenditures in SFY 2023** \$554**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$923**Status**

Approved

Line Item ID: 497-3-0014

**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**

ESSER3 GENERAL ADMIN

**Account Number**

6122GA0000

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$34**Budgeted Expenditures in SFY 2023** \$51**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$85**Status**

Approved

Line Item ID: 497-3-0015

**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**

ESSER3 INSTRUCTION

**Account Number**

6122IN0000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$858,049**Budgeted Expenditures in SFY 2023** \$1,287,070**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,145,119**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0016

**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**

ESSER3 INSTRUCTION

**Account Number**

6122IN0000

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$247,624**Budgeted Expenditures in SFY 2023** \$371,436**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$619,060**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0017

**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**

ESSER3 INSTRUCTION

**Account Number**

6122IN0000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$84,592**Budgeted Expenditures in SFY 2023** \$126,888**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$211,480**Status**

Approved

Line Item ID: 497-3-0018

**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**

ESSER3 INSTRUCTION

**Account Number**

6122IN0000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$6,569**Budgeted Expenditures in SFY 2023** \$9,854**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$16,423**Status**

Approved

Line Item ID: 497-3-0019

**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**

ESSER3 INSTRUCTIONAL SUPPORT

**Account Number**

6122IS0000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$66,801**Budgeted Expenditures in SFY 2023** \$100,201**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$167,002**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0020



**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**

ESSER3 INSTRUCTIONAL SUPPORT

**Account Number**

6122IS0000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$35,704**Budgeted Expenditures in SFY 2023** \$53,556**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$89,260**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0021

**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**

ESSER3 INSTRUCTIONAL SUPPORT

**Account Number**

6122IS0000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$7,842**Budgeted Expenditures in SFY 2023** \$11,762**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$19,604**Status**

Approved

Line Item ID: 497-3-0022

**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**

ESSER3 INSTRUCTIONAL SUPPORT

**Account Number**

6122IS0000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$609**Budgeted Expenditures in SFY 2023** \$914**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,523**Status**

Approved

Line Item ID: 497-3-0023

**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**

ESSER3 OPER &amp; MAINT

**Account Number**

6122OM0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$88,684**Budgeted Expenditures in SFY 2023** \$133,026**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$221,710**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0024

**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**

ESSER3 OPER &amp; MAINT

**Account Number**

6122OM0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$6,784**Budgeted Expenditures in SFY 2023** \$10,176**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$16,960**Status**

Approved

Line Item ID: 497-3-0025

**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**

ESSER3 OPER &amp; MAINT

**Account Number**

6122OM0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$527**Budgeted Expenditures in SFY 2023** \$790**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,317**Status**

Approved

Line Item ID: 497-3-0026

**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**

ESSER3 SCHOOL ADMIN

**Account Number**

6122SA0000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$35,704**Budgeted Expenditures in SFY 2023** \$53,556**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$89,260**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0027

**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**

ESSER3 SCHOOL ADMIN

**Account Number**

6122SA0000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$57,587**Budgeted Expenditures in SFY 2023** \$86,381**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$143,968**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0028

**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**

ESSER3 SCHOOL ADMIN

**Account Number**

6122SA0000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$7,137**Budgeted Expenditures in SFY 2023** \$10,705**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$17,842**Status**

Approved

Line Item ID: 497-3-0029

**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**

ESSER3 SCHOOL ADMIN

**Account Number**

6122SA0000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$554**Budgeted Expenditures in SFY 2023** \$832**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,386**Status**

Approved

Line Item ID: 497-3-0030

**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**

ESSER3 STUDENT SUPPORT

**Account Number**

6122SS0000

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$119,781**Budgeted Expenditures in SFY 2023** \$179,671**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$299,452**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0031

**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**

ESSER3 STUDENT SUPPORT

**Account Number**

6122SS0000

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$38,007**Budgeted Expenditures in SFY 2023** \$57,011**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$95,018**Status**

Approved

**Line Item Comment from KSDE**

See Row 1.

Line Item ID: 497-3-0032

**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**

ESSER3 STUDENT SUPPORT

**Account Number**

6122SS0000

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$12,072**Budgeted Expenditures in SFY 2023** \$18,108**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$30,180**Status**

Approved

Line Item ID: 497-3-0033

**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**

ESSER3 STUDENT SUPPORT

**Account Number**

6122SS0000

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to retain staff through 2023

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$938**Budgeted Expenditures in SFY 2023** \$1,406**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,344**Status**

Approved

Line Item ID: 497-3-0034

**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**

ESSER3 INSTR ELEMENTARY

**Account Number**

6122IN7000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional certified staff to perform Title I targeted assistance services. School site had more staff planned than allocation realized.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$86,963
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$86,963</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic data from district common assessments, grades, and academic screenings indicated that 48.21% of students are academically at-risk due to the impact of the pandemic. More than 36% of students were identified as at-risk socially and emotionally based on data in our Student Risk Screening Scale - Internalizing and externalizing (SRSS-IE), discipline incidents, and attendance. When we examine certain populations (socioeconomic status, race/ethnicity, special education, and English language learners), we have determined that 12.8% of our student population have multiple factors that increase risk to negative outcomes due to the pandemic. When looking at individual schools, we see impacts to at-risk populations as high as 76.1%.

Line Item ID: 497-3-0035



**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**

ESSER3 INSTR ELEMENTARY

**Account Number**

6122IN7000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional certified staff to perform Title I targeted assistance services. School site had more staff planned than allocation realized.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$6,654
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$6,654</u>
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**Status**

Approved

Line Item ID: 497-3-0036

**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**

ESSER3 INSTR ELEMENTARY

**Account Number**

6122IN7000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional certified staff to perform Title I targeted assistance services. School site had more staff planned than allocation realized.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$2,097
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$2,097</u>
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**Status**

Approved

Line Item ID: 497-3-0037

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INSTR ELEMENTARY

**Account Number**

6122IN7000

**Function Code**

1000 - Instruction

**Object Code**

280 - Health Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional certified staff to perform Title I targeted assistance services. School site had more staff planned than allocation realized.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$12,339
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$12,339</u>
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**Status**

Approved

Line Item ID: 497-3-0038

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INSTR ELEMENTARY

**Account Number**

6122IN7000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional certified staff placed to lower elementary classroom size to mitigate the risk of COVID outbreak

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$324,406
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$324,406</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, The District's proposed use of funds that will include the following activities using evidence-based interventions and multi-tiered supports academically, socially and emotionally. Smaller class sizes

Line Item ID: 497-3-0039

**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**

ESSER3 INSTR ELEMENTARY

**Account Number**

6122IN7000

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional certified staff placed to lower elementary classroom size to mitigate the risk of COVID outbreak

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$24,790**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$24,790**Status**

Approved

Line Item ID: 497-3-0040

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INSTR ELEMENTARY

**Account Number**

6122IN7000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional certified staff placed to lower elementary classroom size to mitigate the risk of COVID outbreak

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$7,345**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$7,345**Status**

Approved

Line Item ID: 497-3-0041

**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**

ESSER3 INSTR ELEMENTARY

**Account Number**

6122IN7000

**Function Code**

1000 - Instruction

**Object Code**

280 - Health Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional certified staff placed to lower elementary classroom size to mitigate the risk of COVID outbreak

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$42,306**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$42,306**Status**

Approved

Line Item ID: 497-3-0046

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR ELEM

**Account Number**

6122IN1570

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$685,100**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$685,100**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic data from district common assessments, grades, and academic screenings indicated that 48.21% of students are academically at-risk due to the impact of the pandemic. Per narrative regarding evidence based intervention use of reserve funds, Academic Interventionists providing supports to both teachers and students. Per applicant, Correct, these certified positions are the Academic Interventionists who are assigned for math and reading instruction based on specific student data and student remedial needs.

Line Item ID: 497-3-0047

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR ELEM

**Account Number**

6122IN1570

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$52,416**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$52,416**Status**

Approved

Line Item ID: 497-3-0048

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR ELEM

**Account Number**

6122IN1570

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$15,821**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$15,821**Status**

Approved

Line Item ID: 497-3-0049

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR ELEM

**Account Number**

6122IN1570

**Function Code**

1000 - Instruction

**Object Code**

280 - Health Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$91,663**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$91,663**Status**

Approved

Line Item ID: 497-3-0050

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR MIDDLE

**Account Number**

6122IN1571

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$210,800**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$210,800**Status**

Approved

Line Item ID: 497-3-0051

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR MIDDLE

**Account Number**

6122IN1571

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$16,128**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$16,128**Status**

Approved

Line Item ID: 497-3-0052

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR MIDDLE

**Account Number**

6122IN1571

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,868**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,868**Status**

Approved

Line Item ID: 497-3-0053



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR MIDDLE

**Account Number**

6122IN1571

**Function Code**

1000 - Instruction

**Object Code**

280 - Health Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$28,204**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$28,204**Status**

Approved

Line Item ID: 497-3-0054

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR HIGH

**Account Number**

6122IN1572

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$158,100**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$158,100**Status**

Approved

Line Item ID: 497-3-0055

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR HIGH

**Account Number**

6122IN1572

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$12,096**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,096**Status**

Approved

Line Item ID: 497-3-0056

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR HIGH

**Account Number**

6122IN1572

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,651**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,651**Status**

Approved

Line Item ID: 497-3-0057

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR HIGH

**Account Number**

6122IN1572

**Function Code**

1000 - Instruction

**Object Code**

280 - Health Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$21,153**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$21,153**Status**

Approved

Line Item ID: 497-3-0058

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR VIRTUAL

**Account Number**

6122IN0035

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$52,700**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$52,700**Status**

Approved

**Line Item Comment from KSDE**

See Row 46.

Line Item ID: 497-3-0059

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR VIRTUAL

**Account Number**

6122IN0035

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,032**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,032**Status**

Approved

Line Item ID: 497-3-0060

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR VIRTUAL

**Account Number**

6122IN0035

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,217**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,217**Status**

Approved

Line Item ID: 497-3-0061

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 AT RISK INSTR VIRTUAL

**Account Number**

6122IN0035

**Function Code**

1000 - Instruction

**Object Code**

280 - Health Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,051
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,051</u>

**Status**

Approved

Line Item ID: 497-3-0062

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 STUD SUPP SEL

**Account Number**

6122SS1300

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$158,100
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$158,100</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, The District's proposed use of funds that will include the following activities using evidence-based interventions and multi-tiered supports academically, socially and emotionally. Social and Emotional Student Support facilitators

Line Item ID: 497-3-0063

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 STUD SUPP SEL

**Account Number**

6122SS1300

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,096
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,096</u>

**Status**

Approved

Line Item ID: 497-3-0064

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 STUD SUPP SEL

**Account Number**

6122SS1300

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,651
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,651</u>

**Status**

Approved

Line Item ID: 497-3-0065

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 STUD SUPP SEL

**Account Number**

6122SS1300

**Function Code**

2100 - Support Services (Students)

**Object Code**

280 - Health Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$21,153
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$21,153</u>

**Status**

Approved

Line Item ID: 497-3-0066



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INSTR SUPP SEL

**Account Number**

6122IS1300

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$158,100
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$158,100</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. More than 36% of students were identified as at-risk socially and emotionally based on data in our Student Risk Screening Scale - Internalizing and externalizing (SRSS-IE), discipline incidents, and attendance. When we examine certain populations (socioeconomic status, race/ethnicity, special education, and English language learners), we have determined that 12.8% of our student population have multiple factors that increase risk to negative outcomes due to the pandemic. When looking at individual schools, we see impacts to at-risk populations as high as 76.1%. Per narrative regarding evidence based intervention use of reserve funds, Social and Emotional Student Support facilitators. Per applicant, Through collaboration with instructional teachers these staff members will support identified students that are at risk due to social and emotional factors leading to and resulting in learning loss. They will develop strategies with the instructional teachers to best address these students that are at risk. In addition, they will support instructional teachers that are struggling with their own social and emotional concerns by providing coping strategies that can be used by the teacher in the classroom.

Line Item ID: 497-3-0067

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INSTR SUPP SEL

**Account Number**

6122IS1300

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,096
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,096</u>

**Status**

Approved

Line Item ID: 497-3-0068

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INSTR SUPP SEL

**Account Number**

6122IS1300

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,651
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,651</u>

**Status**

Approved

Line Item ID: 497-3-0069

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INSTR SUPP SEL

**Account Number**

6122IS1300

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

280 - Health Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$21,153
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$21,153</u>

**Status**

Approved

Line Item ID: 497-3-0070

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 STF TRNG ELEM

**Account Number**

6122ST7000

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide stipends for teachers to complete LETRS training provided by KSDE; 50 hours online and 24 hours in person

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$233,102**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$233,102**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic data from district common assessments, grades, and academic screenings indicated that 48.21% of students are academically at-risk due to the impact of the pandemic.

Line Item ID: 497-3-0071

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 STF TRNG ELEM

**Account Number**

6122ST7000

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide stipends for teachers to complete LETRS training provided by KSDE; 50 hours online and 24 hours in person

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$17,832**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$17,832**Status**

Approved

Line Item ID: 497-3-0072

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 STF TRNG ELEM

**Account Number**

6122ST7000

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide stipends for teachers to complete LETRS training provided by KSDE; 50 hours online and 24 hours in person

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,397**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,397**Status**

Approved

Line Item ID: 497-3-0078

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3IN4000

**Account Number**

ESSER3 INS ECH/DAYCARE

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Supplies for new childcare service for classified staff families

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,333
<b>Budgeted Expenditures in SFY 2023</b>	\$3,333
<b>Budgeted Expenditures in SFY 2024</b>	\$3,334
<b>Total Expenditures</b>	\$10,000

**Status**

Approved

**Line Item Comment from KSDE**

See Row 70

Line Item ID: 497-3-0079

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INS ECH/DAYCARE

**Account Number**

6122IN4400

**Function Code**

1000 - Instruction

**Object Code**

730 - Equipment

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Equipment for new childcare service for classified staff families

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	\$45,000

**Status**

Approved

**Line Item Comment from KSDE**

See Row 70

Line Item ID: 497-3-0080

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INS ECH/DAYCARE

**Account Number**

6122IN4000

**Function Code**

1000 - Instruction

**Object Code**

733 - Furniture and Fixtures

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Furniture for new childcare service for classified staff families

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$15,000**Budgeted Expenditures in SFY 2023** \$15,000**Budgeted Expenditures in SFY 2024** \$15,000**Total Expenditures** \$45,000**Status**

Approved

**Line Item Comment from KSDE**

See Row 70

Line Item ID: 497-3-0081

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 INSTR TECH

**Account Number**

6122IT0000

**Function Code**

1000 - Instruction

**Object Code**

530 - Communications

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide internet/communications services to students in need

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$17,250**Budgeted Expenditures in SFY 2023** \$17,250**Budgeted Expenditures in SFY 2024** \$17,250**Total Expenditures** \$51,750**Status**

Approved

**Line Item Comment from KSDE**

Per applicant, Hotspots are provided to students who do not have internet in the home. COVID impacted many families' incomes and bills considered unessential (i.e., internet) were cut; some families have lost housing and hotels/shelters do not provide internet access. Hot spot plans are only for the months that school is in session.

Line Item ID: 497-3-0082



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 ADMIN TECH

**Account Number**

6122AT0000

**Function Code**

2590 - Central Services

**Object Code**

444 - Software Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SIS add-on to help teachers and administrators identify at risk students and assist in planning for future enrollments

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$64,000**Budgeted Expenditures in SFY 2023** \$64,000**Budgeted Expenditures in SFY 2024** \$64,000**Total Expenditures** \$192,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic data from district common assessments, grades, and academic screenings indicated that 48.21% of students are academically at-risk due to the impact of the pandemic. More than 36% of students were identified as at-risk socially and emotionally based on data in our Student Risk Screening Scale - Internalizing and externalizing (SRSS-IE), discipline incidents, and attendance. When we examine certain populations (socioeconomic status, race/ethnicity, special education, and English language learners), we have determined that 12.8% of our student population have multiple factors that increase risk to negative outcomes due to the pandemic. When looking at individual schools, we see impacts to at-risk populations as high as 76.1%

Line Item ID: 497-3-0083

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 OPER &amp; MAINT

**Account Number**

6122OM0000

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

350 - Technical Services

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Contract an evaluation of HVAC systems to determine mechanical improvements to improve indoor air quality

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$71,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$71,500</u>

**Status**

Approved

Line Item ID: 497-3-0089

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERIII Instruction

**Account Number**

6122IN1300

**Function Code**

1000 - Instruction

**Object Code**

659 - Other

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide social emotional curriculum for grades K-12 to support student's social emotional health.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$272,260
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$272,260</u>

**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 497-3-0090

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERIII Academic Assessment

**Account Number**

6122AS0000

**Function Code**

2240 -

**Object Code**

653 - Software

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Panorama family engagement survey to provide feedback for program development. Three year agreement.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$52,900**Budgeted Expenditures in SFY 2024** \$105,800**Total Expenditures** \$158,700**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 497-3-0091

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERIII Academic Assessment

**Account Number**

6122AS0000

**Function Code**

2240 -

**Object Code**

320 - Professional-Education Services

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional development on Panorama family engagement survey. Three year agreement.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,000**Budgeted Expenditures in SFY 2024** \$12,000**Total Expenditures** \$18,000**Status**

Approved

**Line Item Comment from KSDE**

New Line Item. Proportion charged to the ESSER grant must be commensurate with the period of the grant.

Line Item ID: 497-3-0092

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERIII Central Services

**Account Number**

6122CS0000

**Function Code**

2500 - Central Services

**Object Code**

653 - Software

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Educator Perceptions and Insights survey for classified and certified staff to provide information on employee retention and planning for meeting student needs. Three year agreement.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

New Line Item. Proportion charged to the ESSER grant must be commensurate with the period of the grant.

Line Item ID: 497-3-0093

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERIII Instruction

**Account Number**

6122IN15##

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide materials for academic interventionists to assist with addressing learning loss.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$20,000**Status**

Approved

**Line Item Comment from KSDE**

New Line Item.

As per district: Here is an example of the materials that we are considering:

IXL Reading, Scholastic Scope, Souday Essentials - intervention resources to support students who need additional practice in developing reading skills

IXL Math, Dreambox Math, Zearn Math - intervention resources to support students who need additional practice developing math skills

Instruction will be done in small groups for students who have been identified as needing Tier 2 or 3 instruction due to learning loss during the pandemic. All resources are listed on the Kansas Approved Best Practices for At-Risk Learning.

Proportion charged to the ESSER grant must be commensurate with the period of the grant.

# ESSER III APPLICATION FOR D0501

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Topeka Public Schools	624 SW 24th, TOPEKA, KS 66611294	624 SW 24th, TOPEKA, KS 66611294
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Tiffany Anderson	tanderson@tps501.org	(785) 295-3000

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Stacey Kramer	Grant Coordinator	skramer@tps501.org	(785) 235-7146
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Gary Menke	gmenke@tps501.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Billie Wallace	bwallace@tps501.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://sites.google.com/tps501.org/2021tpsreopening/home>

## 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?

Topeka Public Schools engages in several measures to ensure a safe learning environment during COVID-19. These mitigating measures continue to be very effective as evidenced by the fact that our district remained open the entire 2021-22 school year. The district employs a full time nursing services coordinator who works with district administrators and local health officials to ensure all of our policies and procedures are in compliance with Centers for Disease Control and Prevention (CDC) as well as state and local health department guidance. The district also participates in another grant funded opportunity to ensure that students and staff are able to test for COVID-19 at any time, including during summer school. The district provides PPE and sanitizer for students, staff and band equipment when needed as well.

Our Safe Return to School Plan is regularly updated based on CDC guidance. The last update occurred after the masking recommendations were updated this spring on March 3rd. The Board of Education agreed to use CDC guidelines but reserved the authority to revisit requiring masking and social distancing if outbreaks occur in buildings and when community levels rise. Masking is encouraged at all times, but is not required at this time. Social distancing at all times, including during sports, theater and music activities are especially encouraged during periods when community levels are at medium or high risk.

Topeka Public Schools continues to practice extensive cleaning and sanitization procedures to ensure the buildings are safe for in person learning and administration. Ultraviolet light bulbs and foggers sanitize buildings regularly and the district replaces air filters to ensure air quality is increased. The district added air purification systems in all building HVAC systems as well.

Other mitigation measures are also in place to reduce the spread of COVID-19. When necessary, desks are socially distanced and additional furniture purchased to ensure lunch rooms can safely accommodate students in quarantine can make it safe to unmask for meals. Water bottle fillers replaced drinking fountains which reduces transmission risk.

While many of these mitigating factors have been previously funded, ESSER III funds are also dedicated to ensure sanitization supplies and PPE will remain available as needed.

## 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

District leadership met with students during the Superintendent's Council meetings on April 21st and May 5th. Students from each of the high schools gave input into district needs. Lots of single ideas were generated, but clear themes emerged during these face to face conversations. The most pressing needs students noted were to provide mental health support for students. This was closely followed by expressing the need to support special education, EL and other vulnerable students. Other items which garnered multiple suggestionst from students were: more funding for arts and/or theater, providing principals what they need and addressing learning loss.

The district also sent two student surveys to give students a voice in the planning. The secondary survey results from 560 students were very helpful. Students from 11 schools responded, including students from two different alternative schools. The students thought the following top three ideas were most important to address learning loss. Link to secondary student input survey: [https://www.surveymonkey.com/results/SM-b3uHPaZtCrMvQKEkDaNXJQ\\_3D\\_3D/](https://www.surveymonkey.com/results/SM-b3uHPaZtCrMvQKEkDaNXJQ_3D_3D/)

More time to learn skills and practice in small groups during school 56.15%

Homework assistance 34.86%

More paraprofessionals or other adults in the room 26.61%

The top three ideas for assisting with mental health issues chosen were:

More time to learn about social skills during school 43.76%

Talking with a small group of friends and an adult about issues at school. 38.73%

Having an adult to talk to at school when you feel sad, mad, frustrated, annoyed or other feelings.  
38.73%

Results were similar for elementary students. 628 students from 13 elementary schools responded and told us the following would be most helpful to them. Link to elementary input survey results: [https://www.surveymonkey.com/results/SM-FbEiQUAnAfeFLsPKHILoI9Q\\_3D\\_3D/](https://www.surveymonkey.com/results/SM-FbEiQUAnAfeFLsPKHILoI9Q_3D_3D/):

More teacher helpers in the room:  
43.20%

More time to learn skills and practice in small groups during school :  
42.25%

Extra help after school :  
25.32%

The top three mental health priorities for them were:

Having an adult to talk to when you feel sad, mad, or other feelings.  
41.21%

Talking with a small group of friends and an adult about feelings and making friends.  
39.46%

More time to learn about feelings and friendships during school  
37.86%

Students in both surveys were invited to share their own ideas as well: Below are sampling of student ideas:

Elementary:

"Go bak to smallr class lik last year"

"Manipulatives"

"take home pakets."

"Una aplicacion divertida para matematicas y lectura y mas aparte de epic y raz kids. (translated: A fun app for math and reading and more apart from epic and raz kids.)"

"Denos mas tiempo."(translated: Give us more time."

"more learning time and review before a test"

Secondary:

"more time to work on assignments and less work"

"Having teachers really pay attention to classes, because i've found that the smaller my classes are, the easier it is for me to ask questions, and understand."

"Breaks or things to help kids keep focused and comfortable. It's pretty hard to learn when you're under large amounts of stress."

"more better explanation like more examples"

All of the comments will be shared with building principals at the beginning of the school year so that they may reflect the comments and results of the survey and encourage their staff to do so as well as they plan lessons.



In addition to these questions, we were also curious about which enrichment activities were most desired. Both secondary and elementary students identified art activities as their favorites. Secondary students identified playing music and learning another language as second and third choices while elementary students would like science experiments and learning a new language to be included in their after school or summer enrichment. These ideas will be shared with the district administration so that they will be incorporated into enrichment activities over the next two years.

Many of the identified items were addressed in the plan: a new Art Curriculum, providing principals with a discretionary budget, homework support, support for vulnerable students in afterschool and summer programs, secondary social emotional curriculum, 29 additional mental health support persons, learning loss paraprofessional positions and funding for more teaching staff to reduce class size

After the plan was created, a simple version of our plan was shared with students. 61% of the students who responded thought the plan was excellent. One student stated "I think you all have it down, the thing I support the most is the paying teachers more, they deserve it.

## Families

Family input for ESSER III was sought through surveys and in person conversations. All stakeholders, including parents were surveyed. The survey was available in both English and Spanish. Link to stakeholder survey results:

[https://www.surveymonkey.com/results/SM-GwoHw3WCnUq6yhFDiXJvg\\_3D\\_3D/](https://www.surveymonkey.com/results/SM-GwoHw3WCnUq6yhFDiXJvg_3D_3D/)

325 parents responded to our survey. Many parents also told us a little more about their students. Their students:

Had a disability this school year. 86.45%, 217 respondents

Is or has received English Learner services. 43.82%, 110 respondents

Has experienced homelessness this school year. 34.66%, 87 respondents

Is or has been in foster care this school year. 38.65%, 97 respondents

is or has been a migrant student this school year. 20.72%, 52 respondents

Is or has been incarcerated this school year. 8.76%, 22 respondents

All stakeholders identified the following as priorities:

### Top 3 Allowable Use Priorities

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 care youth, including outreach and service delivery.

64.90%

Providing mental health services and support.

61.46%

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 care youth, including outreach and service delivery.

64.90%

### Top 3 Learning Loss Suggestions from Stakeholders

30% Identified reducing class size and/or adding staff as priorities

29% Referenced maintaining Summer and After School Programs

10% Stated additional instructional resources are needed

### Top 4 Mental Health Suggestions from Stakeholders

29% Identified adding Mental Health Staff

10% Proposed ensuring counseling was available, including after hours

10% Reported Professional Development is needed

10% Would like more time off for staff and/or students

Stakeholders were also encouraged to list ideas to address learning loss, mental health issues, and another allowable expense. Here is a sampling of their ideas:

Learning Loss:

"Before and after school programs. Smaller class sizes. More interventionists. Field trips to build experience and vocabulary. (Our kids have missed out on so much)"

"We need more interventionists! Every building should have at least 1 math interventionist and 1 reading interventionist. Students at risk make greater gains when working in small groups."

"Using ESSER money on filling staffing vacancies would make the biggest impact on student learning loss."

"Summer school, after school programs in all schools, ACT tutoring for high school, individual Zoom summer tutoring, teacher bonuses"

Mental Health:

"More social workers and mental health experts available to staff and students"

"There needs to be therapy in school provided by mental health professionals at little to no cost to parents. This is an extreme need. Teachers are not mental health professionals they can't do everything."

"More readily available counseling services and check-ins"

"Instruction on meditation; adding yoga to gym class; adding daily mantras to daily announcements; creating greater sense of community in the high school classrooms via ice breakers, structured group activities"

Any other allowable expense:

"I think allowing each school to choose how to apply the funds for the most benefit to their students is best."

"Replace out of date security cameras with updated technology and software . AI systems can add in located and identifying unauthorized persons inside schools."

"Update work areas for staff to provide separation of work spaces when possible."

"Using ESSER money on filling staffing vacancies would make the biggest impact on student learning loss."

Additionally, district leadership met with the District Citizens Advisory Council which is composed of parents and community members. This face to face meeting on May 3rd resulted in the following input:

Addressing mental health needs

Providing Enrichment for students

Teaching students with disabilities and staff about accommodations and how to access them

Providing mental health services throughout the day

Providing more social workers and counselors

Address needs in the low income, vulnerable student population category

Provide instruction in study skills

Certified and para professional retention payments

The survey also allowed for general comments. The following sums up the survey responses nicely:

"We are grateful for the grant to have additional funds for staff during this time. It has been helpful because staff members have had to buy a lot of "extras" for their classrooms (from paper towels, cleaning and hand sanitizing supplies to "incentives" for students to keep working to snacks for those coming without food, to classroom supplies). It would be great to continue having the opportunity to have "bonus pay" for those who come to work and "go the extra mile" when staffing has been short for illnesses."

All feedback was examined and themes emerged. Smaller class size and mental health support were by far the most mentioned ideas. Another very popular allowable use was to provide building principals with some autonomy in spending. Many of the identified items were addressed in the plan: premium pay, providing principals with a discretionary budget, transportation of vulnerable students in afterschool and summer programs, secondary social emotional curriculum and 29 additional mental health support persons and funding for 29 more teaching staff to reduce class size.

To ensure the plan was created with stakeholder input in mind, a follow up survey was posted publicly on our website, sent to principals in the weekly principal update and posted in the Community News which goes to all stakeholders including parents.

100% of the respondents answered "yes" to this question:

"Have we effectively addressed learning loss and other needs related to the Pandemic in the spending plan?"

The survey also asked:"What can you do to help support the district in using this spending plan to address learning loss and other needs related to the Pandemic?"

Ensure my student attends school	35.21%
Ensure students have access to engaging and relevant lessons	67.04%
Ensure students have access to interventions	70.79%
Ensure students take advantage of Mental Health Support, when needed	69.29%
Staff summer school and after school programs	39.70%
Volunteer in classrooms	15.73%
Mentor students	37.45%
Attend professional development	64.04%
Participate in District Committees	30.71%
Provide feedback to the district when requested	56.55%

The survey outlined how Topeka Public Schools plans to communicate to stakeholders about how well this spending plan is reducing learning loss and addressing other needs related to the Pandemic and asked them to identify any other ways they wished to have the progress communicated:

Community News , Board of Education Reports, Web Page spending plan updates, School Newsletters, Direct Emails, Text messages through Messenger.

100% of respondents answered "no" to this question as to "Is there support that you need from the district during implementation of this spending plan that we have not addressed?"

Many of the identified priorities were addressed in the plan: providing principals with a discretionary budget, support for vulnerable students in afterschool and summer programs, secondary social emotional curriculum, 29 additional mental health support pe

## **School and District Administrators including Special Education Administration**

District administration had input into ESSER spending plans in a variety of ways. A district level committee attended by the Grant Coordinator, Deputy Superintendent, Chief Financial Officer and Assistant Superintendent began meeting regularly to plan for both ESSER II and ESSER III spending. Committee team members regularly shared ESSER information with senior district leadership which included the Superintendent. This resulted in input being received from many district leaders throughout the year from The General Director of Facilities, The General Director of Informational Technology, and business office employees. Additionally, select principals and the General Director of Special Education met with the Grant Coordinator on August 10th, to begin collecting ideas for ESSER spending on a spreadsheet. The General Director of Special Education, in turn, solicited ideas from the Special Education Leadership team composed of Consulting Teachers and Social Work, Speech Pathology and School Psychology coordinators. Many ideas from this spreadsheet were incorporated into ESSER II spending. Those that weren't were added to the ESSER III idea spreadsheet. The ideas from this group of leaders continued to be collected during the school year and the spreadsheet was shared with the district level committee for input and possible inclusion into the ESSER III application. Direction from senior leadership about premium pay and staffing positions was provided.

ESSER III application input was also solicited in person from the Board Of Education at a Board meeting on April 7th. The following input was collected by allowable use:

4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Ensure we are addressing all groups in this bullet.

Locate students in this group who are not attending school and address their needs to finish their education.

Target EL students, unaccompanied minors, racial and ethnic minorities. Address needs of students who don't qualify for other programs such as PASS or the Migrant program. Offer paper pencil lessons such as those in the Migrant program and other resources to these students.

Use assessment and the lens of equity to determine those most impacted by learning loss.

8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

Ensure Crisis preparedness

9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Replenish software and hardware inventory.

10. Providing mental health services and supports

Provide mental health services/support (mentioned by all members).

Be prepared for a potential mental health crisis looming.

Extended school year to address mental health and provide meals.

Offer mental health support beyond the normal school year.

11. Planning and implementing summer learning or enrichment programs and supplemental after school programs.

Offer transportation to students.

12. Addressing learning loss among students, including vulnerable populations.

Extend the school year 20 days this year and next year.

Spend more than required 20% on learning loss.

Make sure students listed in allowable use 4 and targeted learning loss amelioration efforts in an equitable manner.

Offer remote tutoring.

After other stakeholder input was collected, the final plan was created, incorporating many of the ideas listed above: premium pay, transportation for vulnerable students, locating disengaged students, replacing technology, technology specialists, learning loss coaches and professional development for engagement.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Input from Teachers, Principals, School Leaders, other Educators and School staff was solicited through surveys. An input survey and a feedback survey was conducted. A direct email to all staff was sent with the survey link. Additionally, principals were asked to complete the surveys as well.

The following results indicate how many staff members participated in the input survey:

Parent/Guardian/Caregiver

42.82%, 325 respondents

TPS Certified Teacher (including instructional coaches, consulting teachers, etc.)

40.45%, 307 respondents

TPS Certified Other (e.g., SLP, OT, PT, etc.)

4.74%, 36 respondents

TPS Principal

1.45%, 11 respondents

TPS School Leader (AP, etc.)

0.79%, 6 respondents

TPS Classified (business office, service center)

2.90%, 22 respondents

TPS Classified Instructional (paras, sped, EL, etc.)

5.01%, 38 respondents

Indigenous/Tribal Member

0.00%0 respondents

Civil Rights Organization

0.13%, 1 respondents

Disability Rights Organization

0.00%, 0 respondents

Responses

Other (please specify)

1.71%13

Police Officer (2), 12mo. EL Office, Director of Parent Training and Information Center (Families Together) also parent and education advocate, District Administration, Parent and AP, Bus para, School Nurse (3) Burnett Center Certified Staff. Mental health provider, non-profit organization, I am a TPS Employee and Parent of children that attend TPS

All Stakeholders identified these priorities:

Top 3 Allowable Use Priorities

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 care  
64.90%

Providing mental health services and support.

61.46%

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 care youth, including outreach and service delivery.

64.90%

Top 3 Learning Loss Suggestions from Stakeholders

30% Identified reducing class size and/or adding staff as priorities

29% Referenced maintaining Summer and After School Programs

10% Stated additional instructional resources are needed

Top 4 Mental Health Suggestions from Stakeholders

29% Identified adding Mental Health Staff

10% Proposed ensuring counseling was available, including after hours

10% Reported Professional Development is needed

10% Would like more time off for staff and/or students

This feedback also resulted in great ideas and themes. Smaller class size and mental health support were by far the most mentioned ideas. Another very popular allowable use was to provide building principals with some autonomy in spending. Many of the identified items were addressed in the plan: premium pay, providing principals with a discretionary budget, transportation of vulnerable students in afterschool and summer programs, secondary social emotional curriculum and 29 additional mental health support persons and funding for 29 more teaching staff to reduce class size.

Union Leadership Feedback was solicited. In person feedback was solicited and resulted in planning for a premium pay proposal. After stakeholder input was solicited at the District Mental Health Team Meeting, the Union President offered three ideas for inclusion in the plan. When queried, it was noted that these ideas came from the Union Executive Board:

"1. Tuition reimbursement upon for college tuition. That's not just certified, but all, classified included. There has to be a cap, so lets say \$1000 each semester?

2. Up to 10 days of sick leave for individuals contracting the virus and have to miss work. Documentation required.

3. Teachers covering classes during plan will be compensated at their hourly rate."

Additionally the NEA-T President was emailed on April 29th and asked to ensure Union Membership was provided with the stakeholder feedback survey. The following information was emailed to Union members on May 2nd:

"I have received a number of phone calls concerning the issue of NEA-Topeka blocking the use of ESSER funds for premium pay increases for next school year. This is false. I have spoken to the building reps on this matter and have instructed them to have a 10 minute meeting with their membership on the matter. It is a little too long for this correspondence. They will be able to answer questions moving forward.

ESSER III Funds - and your voice

With the ESSER funds prior to ESSER three, the district has not sought stakeholder input. With ESSER III, they do have to seek input. Thus, we may be bombarded with numerous email surveys. FILL THEM OUT! This is a great way to flood the surveys with our voices. I've gotten one from my daughter's high school, another from my other daughter's middle school, one because I'm a teacher and I'm going to fill one out for being a community member. It is imperative that we fill these things out! Our voice should be heard loudly! Get busy members!"

Finally, the Union president was emailed with the link to the drafted plan and feedback survey on May 26th. This information had been previously provided to all stakeholders in the Community News and to building staff members through the Principal Update.

Many of the identified priorities were addressed in the plan: providing principals with a discretionary budget, support for vulnerable students in afterschool and summer programs, secondary social emotional curriculum, 29 additional mental health support persons, learning loss paraprofessional positions and funding for more teaching staff to reduce class size.

## **Tribes**

Feedback from Tribes was solicited in numerous ways. On February 7th, an email was sent to the district Native American Student Services Coordinator who was asked to solicit ideas for ESSER III spending from her staff members and students. As a result, materials and transportation for Summer School were arranged/ordered. Additionally, the district Grant Coordinator was invited to speak at the next Indian Parent Advisory Committee Meeting scheduled to be held on April 27th to solicit in person feedback. This committee is composed of tribal representatives, parents and one student. The meeting was canceled, but the Native American Student Services Coordinator emailed the ESSER III Survey link to all of the team members. The meeting was never rescheduled, so the district Grant Coordinator sent an email to the Advisory Committee directly inviting input as well as sending the survey link again. No input was received directly but 1 respondent to the input survey and 11 respondents to the feedback survey identified as Native American or Pacific Islander.

The ESSER III plan includes support for Native American Students at both the after school and Summer School learning loss programs, as well as provides transportation and supplies. These supports will be added to supports received from the Indian Education Grant.

### **Civil Rights Organization including Disability Rights Organizations**

Multiple contacts were attempted to solicit feedback from Civil Rights and Disability Rights Organizations.

Messages were left with ACLU Aileen Berquist and Jessi Kielman on 4-22-22.

An email to the ACLU was sent on April 29th and garnered the following response:

"Thank you for contacting us. We cannot comment on how to spend these funds specifically, but certainly there are resources to ensure that your staff is trained and informed about serving all students, and especially those in need. You may consider looking at ACLU's Know Your Rights (<https://www.aclu.org/know-your-rights/>) and the Learning for Justice resources geared specifically for educators (<https://www.learningforjustice.org/>).

Esmie Tseng

(she, her, hers)

American Civil Liberties Union of Kansas"

The Kansas Action for Committee was contacted on both April 29th and May 23rd and this response was generated both times:

"Thank you for reaching out. We will be in touch with you shortly. In the meantime, feel free to check out Kansas Action for Children on both Facebook and Twitter. Get to know us and find out what we are up to!

Kansas Action for Children

<http://www.kac.org/>

The following input was received:

Thank you for seeking our input concerning the ESSER III funds you will be receiving. 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, after school tutoring, and behavioral health services are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic.

This input was addressed in the plan with the following: support for students with disabilities and other vulnerable students in afterschool and summer programs, 29 additional mental health support persons, learning loss paraprofessional positions and funding for more teaching staff to reduce class size.

### **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**

Many stakeholders representing student needs were solicited.

Parents were surveyed and respondent parents represented students with the following needs:

Their students:

Had a disability this school year	86.45%, 217 respondents
Is or has received English Learner services	43.82%, 110 respondents
Has experienced homelessness this school year	34.66%, 87 respondents
Is or has been in foster care this school year	38.65%, 97 respondents
is or has been a migrant student this school year	20.72%, 52 respondents



Is or has been incarcerated this school year

8.76%, 22 respondents

The Disability Right Center of Kansas was contacted for input on May 10th. This response was received on May 11th: Thank you for your request seeking our input concerning the ESSER III funds. I completed your survey a couple minutes ago. Good luck using the funds to help all of your students.

Lane Williams, Legal Director, Disability Rights Center of Kansas(DRC)

The same organization was contacted for input when the plan was created. Mr. Lane responded on May 24th with: Good afternoon, Thank you for the update and link to your proposed spending plan. I completed the short survey. Lane Williams Input and feedback from Families Together was also solicited. On April 29th, the input survey was sent to the director with a request to share with the organization. On May 23rd, the feedback survey was also sent to the Director.

On April 29th, the input survey link was emailed to El Centro. On May 10th the feedback link was also emailed.

On April 25th, the District Dual Language Strategic Committee was solicited for in person feedback. This committee is composed of the Coordinator of EL Services, Dual Language Principals, Board members, District Leadership, and Teaching and Learning Representatives. The group generated the following ideas:

For example - learned that at the juvenile center - when in isolation, no learning happened - no hotspots, etc.

Bilingual credit recovery teacher; supervise the PASS process (Curry)

For students who have "aged out"

Caution about supplanting

Program BOE member had mentioned previously

iPads for admin team - walkthrough ease

Promethean boards - dual language sites

Older EL students - Footsteps to Brilliance

MAP Assessment is offered in Spanish (no need)

Entrance test for Landon

Funding assessments (in other languages) to help students with English services

IPT - currently paper, need electronic

Shows if they qualify for EL services

Track students

Phonics program in Spanish

Buy packets to make this sustainable throughout several years

Textbooks in Spanish

How can parents of (L1) English help their students learn and practice Spanish at home)

Need literacy in the native language - beyond textbooks

Parent resources in Spanish, other languages

Mental health - how to help parents help their kids learn digital citizenship in both English and Spanish - to use technology in an effective way

Parent liaison - parent resource academy

For example - did this with the virtual meetings, but had little participation

Partnerships to help TPS families (please note, mental health grant should be providing some of these services)

Scott families have tried b/c the system is overwhelmed, so are not getting the help they need

Expand mental health resources to close opportunity gap

Mobile mental health services

Apps and tech resources that allows students to use various languages

Transportation is a barrier to attending school events - van or other vehicle to bring families to events

Cap City, HSA, Quincy - all have vans to help alleviate barriers

ISS paraprofessional to monitor students so they do not get sent home and miss learning opportunities

How to expose students to other cultures

Send students on trips (for examples - donors choose from Magna Award)

For example - Puerto Rico trip - take students and recruit teachers

Spain encouraged for recruitment - help with host families and partnerships because Spain goes to school through June

Quality translators in all buildings - for example, call up bilingual paraprofessionals to help - salary an issue to recruit - area of opportunity to pay bilingual staff more (Bolley/Gorsuch)

Parent academy - consider recruiting from here to become these experts

Mobile unit - like a book mobile libraries in their own language; area resources, counseling, etc. - several services could be taken care of within a mobile unit

Specialized training for interpreters - there is one planned for Aug. 22

Signage for Landon

Many of these needs will be addressed by the creation of a new District Leader Position called the Director of Cultural Innovation which is planned to be funded by ESSER III for the first two years. Additionally, tutoring for EL/Newcomer/Unaccompanied Minors was added to the plan as well as support during remote tutoring, after school programs and summer programs will be provided for students: in: Indian Education, Special education Support, as well as those having EL support. Additionally, building principals will have \$10,000 in discretionary spending available.

### **Provide the public the opportunity to provide input and take such input into account**

Topeka Public Schools Publicly shared the district's ESSER III plan in two ways. The following was sent to all stakeholders in the Community New on May 20th:

Elementary & Secondary School Emergency Relief Fund Survey

Topeka Public Schools has created a plan for how to spend the Elementary and Secondary School Emergency Relief (ESSER) funds. This spending plan is based on input from students, staff, parents and the community.

To see a summary of the input, click here. The plan is an estimate of what we think will be spent. The plan must be approved by the Kansas State Board of Education before any funds can be spent.

Please review the spending plan and let us know what you think by completing this quick survey. If you have any questions about the survey, please contact Stacey Kramer [skramer@tps501.org](mailto:skramer@tps501.org).

Additionally, the same information was shared publicly on the district website the same day:

[https://www.topekapublicschools.net/news/what\\_s\\_new/school\\_emergency\\_relief\\_fund\\_survey](https://www.topekapublicschools.net/news/what_s_new/school_emergency_relief_fund_survey)

Students were also provided with a student friendly version of the plan and directly sent a brief survey on Monday May 23rd.

The results of these surveys indicate that our plan truly took stakeholder input into account when developing the plan. 61% of students thought the plan was excellent and 100% of adult respondents reported the plan addressed the needs of the district.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

Topeka Public Schools is the 6th largest school district in Kansas, educating approximately 13,400 students each year. We offer pre-k through 12 education along with specialized services for 3 and 4 year olds. The school district includes 14 elementary schools, six middle schools, and three high schools. In 2021-22 77% of 501 students received free or reduced lunch, compared with the state average of 46.1%. 22% of the district's students receive special education service. The racial/ethnic composition of the district is 38% White, 32% Hispanic, 17.1% African American, and 13% Other. The school district serves a total of 13.7% or 1807 English Learners (ELs), representing a 165% increase since 1999 (Topeka Public Schools, n.d.). In 2010, an estimated 20.4% of the Topeka population lived below the poverty line, compared to the state average of 13.2%. Additionally, 36% of children under the age of 18 in Topeka live in poverty, nearly double the state average (19%). As a whole, Topeka exhibits environmental risk factors that may negatively impact its school-aged population, including high rates of violent crime: 6.01 violent crimes per 1,000 residents (state average=3.55); 53.6 property crimes per 1,000 (state average=31.4); and 124 crimes per square mile (state average=26 crimes/mi.). Further, school-aged children in Topeka experience risk factors at home: Two out of five children live in single-parent households, nearly 40% more than the state average (University of Wisconsin Population Health Institute, 2014).

Topeka Public Schools students are disproportionately impacted by the Pandemic, as noted by an increase in chronic absenteeism and other data points.

The Pandemic has impacted student assessment data for both academic concerns and social emotional risk. The data from the 2021 KAP confirms this with a slight dip in student achievement. English Language Arts was on a rise from 2018 (24.5%) to 2019 (25.3%) and then in 2021 it dipped to 22.7% proficient. Math follows a similar trajectory with a slight increase between 2018 (24.2%) and 2019 (24.8%) and then a larger dip in 2021 (17%). Preliminary results from 2022 KAP Scores are similarly concerning. 22% of students performed lower than last year on the ELA KAP and 19% of students scored lower on the KAP math assessment.

Risk for Social Emotional and Behavioral issues have also increased during the Pandemic. In the fall of 2018, 65% of students were at low risk for externalizing social emotional needs and behavior. In the fall 2019, students with a low risk rating increased to 67%. The fall 2020 data shows even more students at low risk, 80%. Between 2018 and 2020 TPS increased low risk externalizing behaviors by 15% meeting the goal, however, in the fall of 2021, 71% of students were at low risk for externalizing behavior, dropping our improvement to 9% in externalizing behaviors. This dip is attributed to social emotional learning loss during remote learning much of 2020-2021.

As a tool to help identify and measure learning loss beyond the KAP data, TPS adopted Fast Bridge as a screener and continues to measure student achievement with Scantron Achieve. As an effort to mitigate learning loss, all TPS schools have an afterschool program that focuses on learning loss: academically in the four core content areas, social emotional learning as well as the arts and physical education. Summer programming includes extended school year focused on learning loss, weekly summer camps, and unit/credit recovery at the high school level.

More than 1000 students were identified by building leadership teams as having significant learning loss and recommended for Summer School in June 2022.

Additionally, the district continues to have staffing shortages, particularly for classified staff members. Many of these shortages are related to the added stress brought on by COVID-19. For the first time in many years, we had multiple teachers and other staff members leaving without notice, citing overwhelming stress.

**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)**

Topeka Public Schools uses a robust tiered intervention system as one of our foundational structures. The framework utilized is the Comprehensive Three Tiered Model of Prevention (Ci3T). The district partners with the University of Kansas and Dr. Kathleen Lane to support implementation of the framework. Each building creates and supports an implementation manual which outlines supports at Tier 1, 2 and 3 available to students. This framework is researched based and well proven to effectively create systemic change when implemented with fidelity. The framework is also cited on the KSDE Evidence-Based

Best Practices for At-Risk Programs and Instructions website page.

The district purchased FastBridge assessment software to assist in identifying students in need of Tier 2 and 3 additional support and/or interventions in reading and math. This resource was added to other assessment tools and data sources to identify students who need additional support to combat learning loss.

Additionally, each school building provides ESSER funded after school programs. ESSER funds will pay for salary and supplies. Modeled after evidenced based 21st Century Community Learning Center Programs, these programs include academic interventions, enrichment activities and tutoring support. Summer high school credit recovery will also be available. According to [https://www.visiblelearningmetax.com/influences/view/after-school\\_programs](https://www.visiblelearningmetax.com/influences/view/after-school_programs), these programs are likely to have a positive impact on student learning. These programs are open to any student, however when spacing is an issue due to staffing or other limiting factors, students who have demonstrated learning loss needs will be given the priority placement in the programs. The priority placement will be determined by triangulation of student data including academic and social emotional assessment, attendance and grades. Support for special education, EL students and other vulnerable students will be available during the programs.

The district will continue to offer summer school. These programs include academic interventions, enrichment activities and credit recovery support. At the end of every academic year, students will be recommended for academic intervention during summer school. Most recently, more than 1000 students were offered the opportunity to attend summer school enrichment with transportation provided. Other opportunities for enrichment are and will be open to any student. Support for special education, EL students and other vulnerable students will be available during the programs. As evidenced in the Best Evidence Encyclopedia, summer schools positively affect reading achievement: "The mean effect of summer school programs on reading achievement were positive (mean ES = +0.23)."

Learning Loss Intervention and Assessment Resources will also be purchased to support students in all out of school programs as well as interventions during the school day:

Art of Education. According the Wallace Foundation, "One study provided Tier III evidence suggesting that the students who participated in two inner-city programs that featured rich, sustained visual arts made significantly greater gains than comparison students in social-emotional learning outcomes and process abilities. Eighteen studies provided Tier IV evidence by including a research- or theory-based rationale for how visual arts interventions should impact students' art learning, social-emotional learning, process abilities, and attitudes toward arts."

According to [https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc\\_foundationalreading\\_040717.pdf](https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf), Using Connected Text is a foundational reading skill which has moderate evidence of effectiveness. Each of these programs, which focus on building foundational skills and connective text will be utilized, Footsteps to Brilliance, Lyrics to Learn, and Weekly Studies. Small group math intervention tutoring, using math kits will also be utilized. According to a study posted on Best Evidence Encyclopedia, "low achievers can make substantial gains in mathematics if they receive relatively cost-effective small group tutoring. Do the Math Now is an evidenced based resource which meets Meets ESSA "MODERATE" Evidence Criteria will be used in small group settings. Additionally by using math manipulatives, student acceleration will increase, according to [https://www.visiblelearningmetax.com/influences/view/manipulative\\_materials\\_on\\_math](https://www.visiblelearningmetax.com/influences/view/manipulative_materials_on_math).

Teacher professional development will also be purchased to support Hattie's Teacher Clarity. The district believes this is yet another way to both ameliorate and prevent learning loss for students. According to [https://www.visiblelearningmetax.com/influences/view/teacher\\_clarity](https://www.visiblelearningmetax.com/influences/view/teacher_clarity), focusing on teacher clarity will likely have a positive effect on accelerating learning.

Evidence suggests the use of instructional coaches can positively and significantly impact teacher professional development through mentoring, instructional planning, and instructional efficacy. This, in turn, supports improved student learning. Several district instructional positions have been redefined to focus on learning loss for the next two years. The district secondary coaches, for example, will help building leadership teams better identify students, especially disproportionate students for intervention services. The coaches will also be able to support staff in implementing evidence based interventions such as after school programs, summer enrichment as well as evidenced based interventions during the school day. Increasing the efficacy of secondary teachers will help recover learning loss for students. These coaches will be responsible for ensuring that building leadership teams know how to analyze data to identify students who have been or

continue to be most affected by learning loss and how to best support them.

The district is proposing restructuring the middle school technology teaching positions into a more robust teaching position focusing on a project based curriculum. Project Lead the Way (PLTW), <https://www.pltw.org/>, is a curriculum framework which encourages hands-on, solution based learning. The district has secured other grant funding for the training and for some of the materials, but ESSER funding will pay for some of the materials and plans to begin to offer vertically aligned computer courses K-12th grade as well as STEM courses in elementary schools. According to [https://www.visiblelearningmetax.com/influences/view/problem-based\\_learning](https://www.visiblelearningmetax.com/influences/view/problem-based_learning), this problem solving curriculum is likely to have a significant positive impact on student achievement.

A new position has also been created and will be funded by ESSER III. This Director of Cultural Innovation will oversee the needs of our diverse student population and ensure their needs are met.

2 college and career advocates will serve two buildings who have many of our disproportionately impacted students. These advocates will be able to offer students greater access to college opportunities, CTE opportunities as well as enrichment opportunities.

3 positions will be continued this year to address learning loss. A secondary learning loss interventionist will be placed at our middle school with the greatest number of disproportionately low performing students. Two virtual/remote teachers will be available for quarantined students to prevent further learning loss. When no students are in quarantine, these teachers will help support virtual students.

29 paras will be hired to deliver evidenced based interventions during the school day. Under the direction of a licensed staff member (who will be compensated for planning the lessons), these para professionals will increase the number of students who will be able access interventions during the school day.

EL/Newcomer/Unaccompanied Minor tutors will be hired to assist those students in accessing learning loss interventions during the school day or during after

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The district strongly believes that having staff present will have the greatest impact in ameliorating learning loss. Therefore, the district plans to offer a significant premium pay retention incentive for one final year. This incentive will be tied to attendance which has had a demonstrated positive impact on staff attendance, even during the height of the Pandemic.

In 2018, 37% of our staff had 95% attendance or greater. In 2019, 36% of our staff had 95% attendance. In 2019 and 2020, attendance increased only because staff worked from home a large percentage of the year. During the 2021-22 school year, in large part because of the attendance requirement to receive Premium Pay, staff attendance dramatically increased. 52% of staff had 95% attendance or greater. This allowed our school building to stay open during the 2021-22 school and increased stability for our students.

Tying attendance to our premium pay has also reduced absenteeism and created more stability for our students as well as reduced the need for substitutes. Topeka Public Schools was able to stay open for the entire school year largely because of our attendance incentive. Even in January when the COVID-19 variant was rampant in the district, district staff ensured learning continued. This also created an opportunity for more normalcy this year.

Topeka Public Schools is the 6th largest school district in Kansas, educating approximately 13,400 students each year. We offer pre-k through 12 education along with specialized services for 3 and 4 year olds. The school district includes 14 elementary schools, six middle schools, and three high schools. In 2021, 77% of 501 students received free or reduced lunch, compared with the state average of 46.1%. 22% of the district's students receive special education service. The racial/ethnic composition of the district is 38% White, 32% Hispanic, 17.1% African American, and 13% Other. The school district serves a total of 13.7% or 1807 English Learners (ELs), representing a 165% increase since 1999 (Topeka Public Schools, n.d.). In 2010, an estimated 20.4% of the Topeka population lived below the poverty line, compared to the state average of 13.2%. Additionally, 36% of children under the age of 18 in Topeka live in poverty, nearly double the state average (19%). As a whole, Topeka exhibits environmental risk factors that may negatively impact its school-aged population, including high rates of violent crime: 6.01 violent crimes per 1,000 residents (state average=3.55); 53.6 property crimes per 1,000 (state average=31.4); and 124 crimes per square mile (state average=26 crimes/mi.). Further, school-aged children in Topeka

experience risk factors at home: Two out of five children live in single-parent households, nearly 40% more than the state average (University of Wisconsin Population Health Institute, 2014).

This statistics can make it difficult to recruit staff members for Topeka Public Schools. While the district has outstanding data to support the effectiveness of our instructional programs, surrounding districts are often viewed as preferable options for job seekers. This was exacerbated during COVID-19 and made recruitment even more difficult. However, our recruitment and incentive package allowed us to attract more applicants and retain them longer. Our Director of Certified Personnel and Equity writes that last year's premium incentive made a positive impact in the following ways: "ESSER funding and premium pay allowed us to decrease class sizes by recruiting and hiring overflow teachers. Most of these individuals did not already have a teaching degree. Three enjoyed their assignments so much that they have entered transition to teaching programs and been hired to teach for us next school year. One is awaiting an opportunity for a position so that he can be accepted into a transition to teaching program for social studies. Others who are not able to join us for the upcoming school year expressed how much they now wanted to become a teacher. This desire has the potential to benefit TPS and other school districts in the future. Many of our substitute teachers also shared how they had always wanted to be a teacher but had prepared for a different profession in college, so this experience helped them fulfill their dream of teaching. At the end of the school year, 16 teaching positions remain unfilled (including special education positions and two media specialist positions for the entire school year, a significant decrease from the 26 open teaching positions in September.

However, the district continues to have several classified staff openings: Bus para - 9 vacancies  
Food Service Workers - 39, Special Education Paraprofessionals - 54, 14 other support paraprofessional positions, Paras (ISS, ELL, Office, etc) - 14, Delivery Drivers - 3, Van Driver - 1  
IT - 2, Maintenance. - 6, Office personnel - 6, Specialty positions - 2, Custodians Helpers - 9 part-time, Custodians - full-time - 19. The district believes offering one more sizable retention payment will reduce these vacancies considerably.

Topeka Public Schools believes that the best way to decrease learning loss is to invest in staff members. By offering an attendance dependent retention program, we will keep more staff employed to help students recover from learning loss. This will assist the district in retaining experienced staff for one more year and hopefully minimize the effects of the great resignation occurring in education.

The district conducted a survey of all stakeholders and shared our plan for ESSER III. One hundred percent of the respondents believed our plan, including a premium retention incentive, addresses learning loss and addresses other needs related to the Pandemic as well.

According to all stakeholder feedback, Mental Health was one of the top priorities in all groups. The district will continue to monitor social emotional risk and identify mental health needs for students as well. Using the SRSS-IE and other student data, students will also continue to be identified for risk of social emotional and behavioral concerns. ESSER funds will be used to hire an additional 29 mental health personnel to assist in delivery of intervention for the students who need services the most. These personnel may be certified school psychologists, social workers, counselors or mental health mentors who function as behavior coaches for students. These mental health staff members will help support students who need support during Second Step or Zones of Regulation lessons. They will also help support other evidence-based interventions identified in our Ci3T implementation manuals such as check in and check out and small group social emotional learning opportunities.

ESSER III funds will be spent on purchasing Social Emotional Curricula such as Zones of Regulation and Second Step to ensure all students have access.

Funds will also support SEL professional development opportunities for Teachers. Opportunities will include Book studies, Boys Town, Second Step Out of School learning and other opportunities.

Other funding will be spent on replacing PE equipment, library books and technology lost during COVID-19. ESSER III funding will also supply PPE and sanitation supplies to ensure students and schools are safe.

Lastly, building principals will be allowed to spend up to \$10,000 on COVID-19 related needs. These discretionary funds would need to be used for an allowable expense and approved prior to expenditure.

**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.**

Topeka Public Schools has well established foundational structures in place to promote healthy and safe learning environments, support social emotional mental health and academic needs, and to make evidence based, equity driven ARP spending decisions. In creating this plan, the district sought opinions from a diverse range of stakeholders. ESSER spending will be incorporated into these already existing structures. Data will be examined regularly to ensure that interventions are in place and progress monitoring is occurring.

In 2016-2017 TPS adopted the Comprehensive, Integrated, Three Tier Model of Prevention (Ci3T) as its tiered framework. Schools were onboarded based on an implementation schedule. As of Fall 2020, all comprehensive schools, preschools and alternative schools are implementing the Ci3T framework. Implementation expectations are outlined by the building leadership team in an Implementation Manual. Expectations are outlined for each stakeholder in three areas: academic, social emotional and behavior. The implementation plans help ensure the development of respectful, inclusive and engaging classrooms. TPS continues to partner with the University of Kansas (KU) and Dr. Kathleen Lane to provide ongoing design assistance, professional learning, and implementation support of the framework. Use of this framework will support implementation of interventions to reduce learning loss as well.

Academic screening is central to Ci3T implementation. Students are screened three times per year to assess reading and math skills using a nationally normed screener. In 2021, a second screener (FastBridge) was added to gauge for learning loss and screen for characteristics of dyslexia. The academic screening information is examined by the BLT regularly and students who are in need of Tier 2 and 3 academic interventions are connected to specific interventions. Students with additional needs may also be referred to a General Education Intervention (GEI) team. GEI teams create individualized plans and meet regularly to review the plans and adjust them as necessary, based on student progress monitoring data.

Using ESSER funds, a new committee was created to examine existing Tier 2 and 3 resources, explore new resources and make recommendations about adoption of new resources. The committee is also in the process of updating a district master Tier 2 and 3 grid for buildings to begin utilizing this fall. This guidance will continue to assist teams in selecting Tier 2 and 3 resources and interventions for students who are experiencing learning loss. The committee is also charged with ensuring that intervention materials and strategies are evidenced based, in accordance with the Elementary and Secondary Education Act. This committee, along with the pre existing Ci3T district leadership team will help support building leadership teams in choosing and implementing the interventions. These teams will also assist district administration in ensuring after school and summer intervention programs employ evidence based interventions and materials as well.

Several new or reconfigured positions will also ensure that the student who needs the services the most will be able to access them. The Director of Cultural Innovation, Elementary Learning Loss Coordinators and Secondary Learning Loss Instructional Coaches will also play a pivotal role in ensuring that students have access to the interventions. Additionally adding learning loss paras and tutors for EL/Newcomer/Unaccompanied minors will also ensure greater access for students. Topeka Public Schools, as a diverse district, has focused on systems of diversity, equity, and access for more than three decades. The District Equity Council, helps ensure that all students have equitable access to interventions and resources.

Monthly data consults are integral parts of our tiered Intervention framework. Trends are examined in attendance, grades, office discipline reports, social emotional screening data including subgroups such as students with disabilities, race, EL students and other disproportionately affected groups. The consultations ensure the BLT is cognizant of building trends and put measures in place to address identified needs in implementation. Learning loss data will be examined regularly.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$42,152,936	\$0	\$42,152,936	ESSER III Allocations	\$8,430,588
Approved Total	\$10,463,112	\$0	\$10,463,112	Approved Total	\$7,939,192
Amount Left	\$31,689,824	\$0	\$31,689,824	Amount Still Needed	\$491,396
In Review Total	\$31,689,824	\$0	\$31,689,824	In Review Total	\$1,281,900
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
501-3-0054	Direct	False	1000	890	16	\$2,073,924	Task Force Review
501-3-0055	Direct	False	1000	150	16	\$24,000,000	Task Force Review
501-3-0056	Direct	False	2000	121	10	\$2,510,000	Task Force Review
501-3-0057	Direct	False	2000	200	10	\$225,000	Task Force Review
501-3-0058	Direct	True	2700	510	4	\$82,200	Task Force Review
501-3-0059	Direct	False	2000	653	10	\$20,000	Task Force Review
501-3-0060	Direct	False	2000	320	10	\$10,000	Task Force Review
501-3-0061	Direct	False	1000	111	3	\$400,000	Task Force Review
501-3-0062	Direct	False	1000	200	3	\$33,000	Task Force Review
501-3-0063	Direct	False	2620	610	7	\$200,000	Task Force Review
501-3-0064	Direct	False	1000	111	3	\$900,000	Task Force Review
501-3-0065	Direct	False	2500	580	16	\$5,000	Task Force Review
501-3-0066	Direct	False	1000	350	16	\$25,000	Task Force Review
501-3-0067	Direct	False	2100	653	4	\$6,000	Task Force Review
501-3-0068	Direct	True	2700	510	11A	\$110,000	Task Force Review
501-3-0069	Direct	True	1000	113	11A	\$1,089,700	Task Force Review
501-3-0001	Direct	False	1000	200	16	\$1,500,000	Approved
501-3-0012	Direct	False	1000	610	3	\$300,000	Approved
501-3-0014	Direct	False	1000	200	12	\$108,000	Approved
501-3-0015	Direct	False	1000	112	12	\$10,000	Approved
501-3-0016	Direct	False	1000	610	12	\$175,000	Approved
501-3-0017	Direct	True	1000	112	11B	\$1,638,000	Approved
501-3-0018	Direct	True	1000	200	11B	\$162,000	Approved
501-3-0019	Direct	True	1000	610	11B	\$500,000	Approved
501-3-0021	Direct	True	1000	200	11A	\$45,000	Approved
501-3-0022	Direct	True	1000	610	11A	\$150,000	Approved
501-3-0023	Direct	True	1000	111	12	\$1,200,000	Approved
501-3-0024	Direct	True	1000	200	12	\$108,000	Approved
501-3-0025	Direct	True	1000	120	12	\$240,000	Approved
501-3-0026	Direct	True	1000	200	12	\$10,800	Approved



501-3-0027	Direct	True	1000	111	12	\$180,000	Approved
501-3-0028	Direct	True	1000	200	12	\$16,200	Approved
501-3-0029	Direct	False	1000	653	3	\$72,000	Approved
501-3-0030	Direct	False	1000	610	3	\$29,000	Approved
501-3-0031	Direct	True	1000	653	12	\$340,000	Approved
501-3-0035	Direct	False	1000	641	12	\$125,000	Approved
501-3-0036	Direct	True	1000	113	12	\$91,000	Approved
501-3-0037	Direct	True	1000	200	12	\$9,000	Approved
501-3-0038	Direct	True	1000	113	12	\$45,000	Approved
501-3-0039	Direct	True	1000	200	12	\$5,000	Approved
501-3-0040	Direct	True	1000	653	12	\$1,203,152	Approved
501-3-0041	Direct	True	1000	111	12	\$126,000	Approved
501-3-0042	Direct	True	1000	200	12	\$11,340	Approved
501-3-0043	Direct	True	1000	113	12	\$90,000	Approved
501-3-0044	Direct	True	1000	200	12	\$10,000	Approved
501-3-0045	Direct	True	1000	350	12	\$200,000	Approved
501-3-0046	Direct	True	1000	111	12	\$270,000	Approved
501-3-0047	Direct	True	1000	200	12	\$24,300	Approved
501-3-0048	Direct	False	1000	111	12	\$188,000	Approved
501-3-0049	Direct	False	1000	200	12	\$16,920	Approved
501-3-0051	Direct	True	1000	121	12	\$1,160,000	Approved
501-3-0052	Direct	True	1000	200	12	\$104,400	Approved

## Line Item Details

Line Item ID: 501-3-0054

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III-CARES GRANT (COVID19)

**Account Number**

2321.1000.2590.0891.3209230

**Function Code**

1000 - Instruction

**Object Code**

890 - Other Miscellaneous Expenditures

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New-In-direct expense. Confirmation received on 8/03/2020 from KSDE - SPED & Title Services that In-direct Costs could be charged to CARES ESSER

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,216,649
<b>Budgeted Expenditures in SFY 2024</b>	\$857,275
<b>Total Expenditures</b>	\$2,073,924

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 501-3-0055

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III- CARES GRANT (COVID19)j

**Account Number**

2321.xxxx.01xxx.3209230

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Change: 2022-23- Premium Retention Payment, salary. Due to the effects of COVID-19 such as additional job stress and persistent staff vacancies, up to \$6000 for all district employees, \$2400 for substitutes, and an additional \$2000 for frontline employees, paid quarterly to staff members with 95% attendance. Retaining employees and encouraging more frequent attendance is vital to ensuring Topeka Public Schools is prepared to stay open while the Pandemic continues to persist. For more information, please see additional documentation. 2023-24- Premium Retention Payment, salary. Due to the effects of COVID-19 such as additional job stress and persistent staff vacancies, a one-time payment of up to \$3000 for all district employees, including long-term subs. Payments will be prorated based on FTE. No attendance requirement. Payment is to be made in November or December. Retaining employees is vital to ensuring Topeka Public Schools is prepared to stay open while the Pandemic continues to persist.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$16,000,000
<b>Budgeted Expenditures in SFY 2024</b>	\$8,000,000
<b>Total Expenditures</b>	\$24,000,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$18,500,000 between SFY 23 and 24

Line Item ID: 501-3-0056

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CARES Grant (COVID19)

**Account Number**

2321.5xxx.2190.0131.3209230

**Function Code**

2000 - Support Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Change Mental Health Staff, salary, 33 additional staff needed due to the increased mental health need surfacing as a result of COVID-19, \$60,000 average salary, for two years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$750,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,760,000
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<b>Total Expenditures</b>	\$2,510,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$3,480,000 between SFY 23 and 24

Line Item ID: 501-3-0057

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CARES GRANT (COVID19)

**Account Number**

2321.5xxx.2190.0131.32093230

**Function Code**

2000 - Support Services

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Change Mental Health Staff, benefits, 29 additional staff needed due to the increased mental health needs surfacing as a result of COVID-19, \$60,000 average salary, for two years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$75,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$150,000
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<b>Total Expenditures</b>	\$225,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$313,200 between SFY 23 and 24

Line Item ID: 501-3-0058

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CARES GRANT (COVID-19)

**Account Number**

2321.5xxx.2790.051x.3209230

**Function Code**

2700 - Student Transportation Services

**Object Code**

510 - Student Transportation Services

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Change Transportation for vulnerable students disproportionately impacted by the Pandemic. Because of COVID-19, it has been difficult to provide transportation due to the bus driver shortage. Providing dedicated transportation for vulnerable students will help ensure attendance at after-school programs and summer school enrichment to reduce learning loss due to COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,200
<b>Budgeted Expenditures in SFY 2024</b>	\$75,000
<b>Total Expenditures</b>	\$82,200

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$500,000 between SFY 23 and 24

Line Item ID: 501-3-0059

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CARES GRANT (COVID19)

**Account Number**

2321.1000.2000.0653.3209230

**Function Code**

2000 - Support Services

**Object Code**

653 - Software

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Change Social Emotional Curriculum, Zones of Regulation, Second Step, etc. As evidenced by SRSS-IE results and attendance data, students are showing increased risk for social emotional, and behavioral concerns due to the prolonged effects of COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$4,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$16,000
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<b>Total Expenditures</b>	<u>\$20,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$100,000 between SFY 23 and 24

Line Item ID: 501-3-0060

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CARES GRANT (COVID19)

**Account Number**

2321.1000.2000.0350.3209230

**Function Code**

2000 - Support Services

**Object Code**

320 - Professional-Education Services

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Change Professional Development for Social Emotional Needs such as Lori Desauties, Boys Town, Second Step, Zones of Regulation, or book studies. According to district screening data, the risk for social emotional, and behavioral concerns has increased due to the lingering effects of COVID-19. This professional development will better equip staff to address those concerns.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$300,000 between SFY 23 and 24

Line Item ID: 501-3-0061

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CARES GRANT (COVID19)

**Account Number**

2321.5xxx.11xx.0111.3209230

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Change: Certified staff or substitutes to reduce class size, salary. 8 additional positions. These positions will increase social distancing to reduce the transmission of COVID-19. Additionally, smaller class sizes will increase the ability to focus more time and attention on students and help reduce learning loss caused by COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$75,000
<b>Budgeted Expenditures in SFY 2024</b>	\$325,000
<b>Total Expenditures</b>	<u>\$400,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$3,480,000 between SFY 23 and 24

Line Item ID: 501-3-0062



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CARES GRANT (COVID19)

**Account Number**

2321.5xxx.11xx.02xx..3209230

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Change: Certified staff or substitutes to reduce class size, benefits. 29 additional positions. These positions will increase social distancing to reduce to transmission of COVID-19. Additionally, smaller class sizes will increase the ability to focus more time and attention on students and help reduce learning loss caused by COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	\$33,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$313,200 between SFY 23 and 24

Line Item ID: 501-3-0063

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CARES GRANT (COVID-19)

**Account Number**

2321.1000.2620.0610.3209230

**Function Code**

2620 - Maintenance of Buildings

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Change-PPE and Cleaning supplies to reduce the spread of COVID-19. Added this: Many ESSER I and ESSER II expenditures focused on PPE, cleaning, and sanitizing. Many sustainable items were purchased such as germ-killing light bulbs, battery-operated foggers, and handheld sanitizers. We also have some ESSER II expenditure plans to purchase ionizers to sanitize. As the cases go down, we believe that fewer dollars will need to be spent using ESSER III funds, yet we still want to be prepared to spend dollars cleaning and sanitizing supplies as needed to prevent COVID-19. Additionally, should mask-wearing be warranted, we reserved some budget authority to purchase PPE for students and staff.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$100,000**Budgeted Expenditures in SFY 2024** \$100,000**Total Expenditures** \$200,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$500,000 between SFY 23 and 24

Line Item ID: 501-3-0064

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CARES GRANT (COVID19)

**Account Number**

2321.5xxx.11ss.0111.3209230

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Change: Technology Instructional Specialists, salary to provide project-based technology curriculum to middle school students which will increase engagement and help students recover from learning loss due to COVID-19. Two Years. For more detailed information, please see additional documentation. COVID-19 Nexus:

Due to COVID-19, all students received free meals this year. As a result, during 2021-22 enrollment, several families did not turn in their home economic surveys. This resulted in a significant amount of lost revenue for the district. Accordingly, several district positions are likely to be eliminated, including technology instructors.

Increasing engagement in middle school computer courses will help recover learning loss for students.

The district is proposing restructuring the middle school technology teaching positions into a more robust teaching position focusing on a project-based curriculum. Project Lead the Way (PLTW), <https://www.pltw.org/>, is a curriculum framework that encourages hands-on, solution-based learning. The district has secured other grant funding for the training and for some of the materials. The district hopes to secure additional funding and also begin to offer vertically aligned computer courses K-12th grade.

Teachers must go through a rigorous training program in order to teach PLTW courses. This training helps ensure that teachers are well prepared to teach students as technology instructional specialists. While no endorsement is currently required to teach middle school technology classes, the district believes that this training offers an opportunity to ensure that middle school technology teachers are well-qualified to teach.

Our students, especially middle school students, have had a difficult time engaging this school year. It is believed that by offering this engaging framework, middle school students who are at a formative stage, will more likely engage in their coursework.

Funding 10 FTE positions with ESSER funds, will ensure that all middle schools have access to 1.5 Technology Instructional Specialists to help them increase engagement and offer more students the opportunity to take three computer science courses in middle school. It will also provide a teacher at College Prep Academy for students who often miss the opportunity to take computer classes due to the travel time required to attend College Prep Academy. The district intends to place an emphasis on digital citizenship and internet safety as middle school students are incredibly vulnerable and at increased risk for cyber dangers. This investment will also ensure that as middle school students begin their Individualized Plans of Study and participate in Career and Technical Education Courses, their middle school computer courses and skills will increase their post-school success as well. Increasing engagement in computer courses will likely increase attendance, improve engagement in other classes, and help recover learning loss due to COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$450,000
<b>Budgeted Expenditures in SFY 2024</b>	\$450,000
<b>Total Expenditures</b>	<u>\$900,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$1,200,000 between SFY 23 and 24

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CARES GRANT (COVID19)

**Account Number**

2321.4110.2510.05xx.3209230

**Function Code**

2500 - Central Services

**Object Code**

580 - Staff Travel

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New: Federal Funds Grant Management forum travel and expenses for four staff members needed to manage COVID-19 grant funding. 2 years.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,500**Budgeted Expenditures in SFY 2024** \$2,500**Total Expenditures** \$5,000**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 501-3-0066

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CARES GRANT (COVID19)

**Account Number**

2321.1000.1000.0350.3209230

**Function Code**

1000 - Instruction

**Object Code**

350 - Technical Services

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New Due to staffing shortages, international teachers are being recruited for vacant positions. Legal and immigration fees for up to 4 teachers. 1 year.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$25,000**Total Expenditures** \$25,000**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CARES GRANT (COVID19)

**Account Number**

2321.1000.2120.653.3209230

**Function Code**

2100 - Support Services (Students)

**Object Code**

653 - Software

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New: Purchase Docusign for virtual meetings needed due to COVID-19 required to address learning loss or 504/GEI plans..

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

**Allocation Type**

Direct Allocation

**Is this 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 CARES GRANT (COVID19)

**Account Number**

2321.3370.2720.0519.3209230

**Function Code**

2700 - Student Transportation Services

**Object Code**

510 - Student Transportation Services

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide transportation to summer school to address learning loss due to COVID-19.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$100,000**Total Expenditures** \$110,000**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 501-3-0069

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CARES GRANT (COVID19)

**Account Number**

2321.3370.11xx.01xx.3209230

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-Time Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Change Summer School Extended School Year Academic Enrichment, salary- 130 certified, 60 classified staff including mental health staff. Students in grades Pk-12 can enroll in a summer academic program that will be focused on learning loss due to COVID-19 (Kansas Standards) of core and supplemental learning through hands-on, student-centered instruction, enrichment camps or credit recovery courses (high school only). Programs will be open to any students, but priority will be given to disproportionately impacted students exhibiting learning loss due to COVID-19. These students will be identified using screening and performance data by the building leadership team. Two years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$150,000
<b>Budgeted Expenditures in SFY 2023</b>	\$250,000
<b>Budgeted Expenditures in SFY 2024</b>	\$689,700
<b>Total Expenditures</b>	\$1,089,700

**Status**

Task Force Review

**Line Item Comment from KSDE**

Continuation of line 56

Line Item ID: 501-3-0001

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.02xx.3209230

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Retention Payment, benefits. Due to the effects of COVID-19 such as additional job stress and persistent staff vacancies, up to \$6000 for all district employees, \$2400 for substitutes, and an additional \$2000 for frontline employees, paid quarterly to staff members with 95% attendance. Retaining employees and encouraging more frequent attendance is vital to ensuring Topeka Public Schools is prepared to stay open while the Pandemic continues to persist. For more information, please see additional documentation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,500,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$1,500,000
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**Status**

Approved

Line Item ID: 501-3-0012

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0610.3209230

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Providing principals with a \$10,000 discretionary budget to purchase, with approval from the district office, allowable items/materials/professional development needed due to the effects of COVID-19 on learning and mental health. \$10,000 per building.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$150,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$150,000
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<b>Total Expenditures</b>	\$300,000
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**Status**

Approved

Line Item ID: 501-3-0014



**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0111.3209230

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Technology Instructional Specialists, benefits to provide project based technology curriculum to middle school students which will increase engagement and help students recover from learning loss due to COVID-19. Two Years. For more detailed information, please see additional documentation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$54,000
<b>Budgeted Expenditures in SFY 2024</b>	\$54,000
<b>Total Expenditures</b>	\$108,000

**Status**

Approved

Line Item ID: 501-3-0015

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.2000.0112.3209230

**Function Code**

1000 - Instruction

**Object Code**

112 - Full-Time Substitutes' Salaries for Certified Staff

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Technology Instructional Specialists, extra duty pay to attend required professional development in order to provide project based technology curriculum (Project Lead the Way) to middle school students which will increase engagement and help students recover from learning loss due to COVID-19. Two Years. \$20 per hour.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	\$10,000

**Status**

Approved

Line Item ID: 501-3-0016

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0610.3209230

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Instructional materials for Project Lead the Way courses. These new courses will provide engaging lesson based on problem solving. Increasing engagement will help student recover from learning loss due to COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$175,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$175,000
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**Status**

Approved

Line Item ID: 501-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0112.3209230

**Function Code**

1000 - Instruction

**Object Code**

112 - Full-Time Substitutes' Salaries for Certified Staff

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After School Staff, salary. After school programs will provide academic intervention, enrichment activities and homework assistance. We are budgeting for 288 certified staff and 54 classified staff to work at the after school programs. The programs average 2 hours per day, 3.5 days per week for 30 weeks. Programs will be open to any students, but priority will be given to disproportionately impacted students exhibiting learning loss due to COVID-19. Two years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$546,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$546,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$546,000
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<b>Total Expenditures</b>	\$1,638,000
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**Status**

Approved

Line Item ID: 501-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After School Staff, benefits. After school programs will provide academic intervention, enrichment activities and homework assistance. We are budgeting for 288 certified staff and 54 classified staff to work at the after school programs. The programs average 2 hours per day, 3.5 days per week for 30 weeks. Programs will be open to any students, but priority will be given to disproportionately impacted students exhibiting learning loss due to COVID-19. Two years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$54,000
<b>Budgeted Expenditures in SFY 2023</b>	\$54,000
<b>Budgeted Expenditures in SFY 2024</b>	\$54,000
<b>Total Expenditures</b>	<u>\$162,000</u>

**Status**

Approved

Line Item ID: 501-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0610.3209230

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After School Supplies. After school programs will provide academic intervention, enrichment activities and homework assistance. The programs average 2 hours per day, 3.5 days per week for 30 weeks. Programs will be open to any students, but priority will be given to disproportionately impacted students exhibiting learning loss due to COVID-19. These students will be identified using screening and performance data by the building leadership team. Two years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$100,000
<b>Budgeted Expenditures in SFY 2023</b>	\$200,000
<b>Budgeted Expenditures in SFY 2024</b>	\$200,000
<b>Total Expenditures</b>	<u>\$500,000</u>

**Status**

Approved

Line Item ID: 501-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.3370.1000.0200.3209230

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer School Extended School Year Academic Enrichment, benefits- 130 certified, 60 classified staff including mental health staff. Students in grades Pk-12 can enroll in a summer academic program that will focused on learning loss due to Covid (Kansas Standards) of core and supplemental learning through hands on, student centered instruction, enrichment camps or credit recovery courses (high school only). Programs will be open to any students, but priority will be given to disproportionately impacted students exhibiting learning loss due to COVID-19. These students will be identified using screening and performance data by the building leadership team. Two years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	\$45,000

**Status**

Approved

Line Item ID: 501-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.3370.1000.0610.3209230

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer School Extended School Year Academic Enrichment, supplies and materials. Students in grades Pk-12 can enroll in a summer academic program that will be focused on learning loss due to Covid (Kansas Standards) of core and supplemental learning through hands on, student centered instruction, enrichment camps or credit recovery courses (high school only). Programs will be open to any students, but priority will be given to disproportionately impacted students exhibiting learning loss due to COVID-19. These students will be identified using screening and performance data by the building leadership team. Two years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50,000
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
<b>Total Expenditures</b>	<u>\$150,000</u>

**Status**

Approved

Line Item ID: 501-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0111.3209230

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Instructional Coaches, salary. 10 Secondary Learning loss instructional coaches. Coaches will reduce learning loss due to COVID-19 by building teacher capacity with coaching and by providing professional development for teachers. These coaches will also help building monitor students for learning loss due to COVID-19 and ensure they are accessing interventions. For more information, please see additional narrative.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$600,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$600,000
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<b>Total Expenditures</b>	\$1,200,000
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**Status**

Approved

Line Item ID: 501-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Instructional Coaches, benefits. 10 Secondary Learning loss instructional coaches. Coaches will reduce learning loss due to COVID-19 by building teacher capacity with coaching and by providing professional development for teachers. These coaches will also help building monitor students for learning loss due to COVID-19 and ensure they are accessing interventions. For more information, please see additional narrative.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$54,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$54,000
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<b>Total Expenditures</b>	\$108,000
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**Status**

Approved

Line Item ID: 501-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0120.3209230

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

College and Career Advocates, salary. 2 college and career advocates placed in buildings with the most disproportionately impacted students exhibiting learning loss due to COVID-19. These students will be identified using screening and performance data by the building leadership team. The advocates will ensure the students have access to intervention, enrichment and services to reduce learning loss and prepare students for post high school. For more information, see the ESSER funded position narrative.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$120,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$120,000
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<b>Total Expenditures</b>	<u>\$240,000</u>
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**Status**

Approved

Line Item ID: 501-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

College and Career Advocates, salary. 2 college and career advocates placed in buildings with the most disproportionately impacted students exhibiting learning loss due to COVID-19. These students will be identified using screening and performance data by the building leadership team. The advocates will ensure the students have access to intervention, enrichment and services to reduce learning loss and prepare students for post high school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$5,400
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<b>Budgeted Expenditures in SFY 2024</b>	\$5,400
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<b>Total Expenditures</b>	<u>\$10,800</u>
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**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0111.3209230

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

General Director: Cultural Innovation, salary. This director will be responsible for monitoring learning loss for students disproportionately impacted by COVID-19 and developing innovative ways to ensure their needs are met so that they can recover learning loss due to COVID-19. For more information, please see the additional ESSER staffing narrative for more details. Two years. Director of Cultural Innovation:

This position was designed to supervise and administer culturally responsive education programs that ensure equity for marginalized student groups and addresses culturally relevant pedagogy. Provide leadership and instructional oversight that promotes cultural studies focused on closing academic achievement gaps, eliminating the digital equity gap, and preparing students for post-secondary opportunities. The district believes that ESSER funding is appropriate because of the demonstrated achievement gap for disproportionately impacted students is significant as the following data suggests that COVID-19 has negatively impacted:

**SOCIAL-EMOTIONAL**

- Household losses related to COVID are disproportionate for Black, Hispanic, Amer. Indian students in high poverty areas (CRPE, 2021).
- Significant COVID-related trauma is being discovered for all students (Huck & Zhang, 2021).
- COVID deaths are 1.7-2.2 times more likely for Amer. Indian, Black, and Hispanic individuals (CDC, 2022).
- Reported increases in a recent meta-analysis show increases in student self-harm and suicidal ideation (CRPE, 2021).
- Priority should be given to improving student SEL, particularly for marginalized groups. Professional development, community partnerships, alternative learning environments are potential levers (CRPE, 2021).

**ACHIEVEMENT**

- Data gaps exist due to many states canceling assessments (Huck & Zhang, 2021), and this theme is true for Kansas.
- In looking at over 5 million local assessments, the greatest declines in math and reading were for Amer. Indian, Black, and Hispanic students from 2020 to 2021 (Lewis, Kuhfeld, Ruzek, & McEachin, 2021).
- Achievement on local measures has been lower for elementary Amer. Indian, Black, and Hispanic students (Huck & Zhang, 2021).
- Districts now need to take an innovative approach to assessing growth. This includes understanding the student-as caregiver role, mental health, racism, and any policies that perpetuate barriers (CRPS, 2021).

**CHRONIC ABSENTEEISM**

- Black and Hispanic students have higher rates of chronic absenteeism and withdrawal from school (Chatterji & Li, 2021).
- Statewide KS chronic absenteeism increased from 13.9% in 2020 to 17.5% in 2021 (KSDE Report Card, n.d.)
- Higher 2021 rates of chronic absenteeism in Hispanic, Black, and American Indian populations in every large KS school (over 10,000 students).
- Data below shows disproportionate increases in chronic absenteeism (See additional documentation for clearer graph).

Large KS School Districts  
Topeka Public Schools





**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0653.3209230

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Art of Education and Art Supplies. The ART of Education Curriculum is an innovative curriculum which will engage students and allow teachers to assess and ameliorate Art related learning loss. Art classes were one of the most difficult to replicate during remote learning. The TPS teaching and learning team has already begun working to establish learning loss rubrics to assess students and build lessons which will help students recover from learning loss due to COVID-19. Two year subscription. ADDED this: Although the primary reason for implementing this new curriculum is to combat Art related learning loss skills, there is also an anticipated positive social emotional impact that will be an incidental benefit. According to the Wallace Foundation, "One study provided Tier III evidence suggesting that the students who participated in two inner-city programs that featured rich, sustained visual arts made significantly greater gains than comparison students in social-emotional learning outcomes and process abilities."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$36,000
<b>Budgeted Expenditures in SFY 2024</b>	\$36,000
<b>Total Expenditures</b>	<u>\$72,000</u>

**Status**

Approved

Line Item ID: 501-3-0030

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0610.3209230

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Art of Education and Art Supplies. The ART of Education Curriculum is an innovative curriculum which will engage students and allow teachers to assess and ameliorate Art related learning loss. Art classes were one of the most difficult to replicate during remote learning. The TPS teaching and learning team has already begun working to establish learning loss rubrics to assess students and build lessons which will help students recover from learning loss due to COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$29,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$29,000</u>

**Status**

Approved

Line Item ID: 501-3-0031

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0653.3209230

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Footsteps to Brilliance is an evidenced based intervention. Used in pre-k-2nd grade. Footers to Brilliance is helping students recover learning loss due to COVID-19. 2 year subscription.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$170,000
<b>Budgeted Expenditures in SFY 2024</b>	\$170,000
<b>Total Expenditures</b>	<u>\$340,000</u>

**Status**

Approved

Line Item ID: 501-3-0035

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0641.3209230

**Function Code**

1000 - Instruction

**Object Code**

641 - Books

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Library books. Many library books were not returned after remote learning required due to COVID-19. Reading library books assist students in recovering from learning loss due to COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$125,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$125,000</u>
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**Status**

Approved

Line Item ID: 501-3-0036

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0112.3209230

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss Extra duty pay for certified staff supervising learning loss paraprofessional, salary. These para professionals will be facilitating small group interventions designed to reduce learning loss caused by COVID-19. While paraprofessionals, under supervision of certified staff can deliver interventions, they may not plan them. This will provide teachers extra time to plan the intervention needed to address learning loss. Approximately 120 hours per building at \$25 per hour.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$45,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$45,500
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<b>Total Expenditures</b>	<u>\$91,000</u>
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**Status**

Approved

Line Item ID: 501-3-0037

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss Extra duty pay for certified staff supervising learning loss paraprofessional, benefits These para professionals will be facilitating small group interventions designed to reduce learning loss caused by COVID-19. While paraprofessionals, under supervision of certified staff can deliver interventions, they may not plan them. This will provide teachers extra time to plan the intervention needed to address learning loss. Approximately 120 hours per building at \$25 per hour.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,500
<b>Budgeted Expenditures in SFY 2024</b>	\$4,500
<b>Total Expenditures</b>	\$9,000

**Status**

Approved

Line Item ID: 501-3-0038

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0112.3209230

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

EI/Newcomer/Unaccompanied Minor Tutors, salary. These tutors will be available to support the students who need additional support during summer school and/or after school programs to access them so that they can recover learning loss due to COVID-19. \$25 per hour.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$22,500
<b>Budgeted Expenditures in SFY 2024</b>	\$22,500
<b>Total Expenditures</b>	\$45,000

**Status**

Approved

Line Item ID: 501-3-0039

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

El/Newcomer/Unaccompanied Minor Tutors, benefits. These tutors will be available to support the students who need additional support during summer school and/or after school programs to access them so that they can recover learning loss due to COVID-19. \$25 per hour.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	\$5,000

**Status**

Approved

Line Item ID: 501-3-0040

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0653.3209230

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Tier 2 and 3 Math and Reading Interventions. Purchase Evidence based interventions such as Do the Math Now, Iready, IXL, Lyrics to Learn, Actively Learn, Moby Max, Iready, Ilit EL, Achieve 3000 for use during school, during after school programs and during summer school to combat learning loss due to COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,203,152
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1,203,152

**Status**

Approved

Line Item ID: 501-3-0041

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0111.3209230

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Secondary Learning Loss Instructor, salary. This learning loss instructor has been placed at the district's middle school with the highest population of students impacted by COVID-19. The instructor focuses on reading intervention to combat learning loss. 2 years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$63,000
<b>Budgeted Expenditures in SFY 2024</b>	\$63,000
<b>Total Expenditures</b>	<u>\$126,000</u>

**Status**

Approved

Line Item ID: 501-3-0042

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Secondary Learning Loss Instructor, salary. This learning loss instructor has been placed at the district's middle school with the highest population of students disproportionately impacted by COVID-19. The instructor focuses on reading intervention to combat learning loss. 2 years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,670
<b>Budgeted Expenditures in SFY 2024</b>	\$5,670
<b>Total Expenditures</b>	<u>\$11,340</u>

**Status**

Approved

Line Item ID: 501-3-0043

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0132.3209230

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss Data Coordinator, Elementary, salary. Extra duty pay for instructional coach or other teacher leader to be responsible for collecting learning loss data and progress monitoring data. Information will be provided to the building leadership team and used to connect students to interventions when need to combat learning loss due to COVID-19. 1 per building, up to 10 hours per month at \$25 per hour.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$45,000
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<b>Total Expenditures</b>	\$90,000
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**Status**

Approved

Line Item ID: 501-3-0044

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss Data Coordinator, Elementary, benefits Extra duty pay for instructional coach or other teacher leader to be responsible for collecting learning loss data and progress monitoring data. Information will be provided to the building leadership team and used to connect students to interventions when need to combat learning loss due to COVID-19. 1 per building, up to 10 hours per month at \$25 per hour.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
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<b>Total Expenditures</b>	\$10,000
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**Status**

Approved

Line Item ID: 501-3-0045



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0350.3209230

**Function Code**

1000 - Instruction

**Object Code**

350 - Technical Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional Development to improve Engagement. Corwin, PBL, Kagan, etc. focusing on student engagement and teacher clarity will ensure teachers are better prepared to address learning loss due to COVID-19 in their classrooms.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$100,000
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<b>Total Expenditures</b>	<u>\$200,000</u>
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**Status**

Approved

Line Item ID: 501-3-0046

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0111.3209230

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss Specialists, elementary, salary. Elementary learning loss specialists will assess learning loss, and deliver intervention services to combat learning loss due to COVID-19. 3 pilot positions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$135,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$135,000
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<b>Total Expenditures</b>	<u>\$270,000</u>
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**Status**

Approved

Line Item ID: 501-3-0047

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss Specialists, elementary, benefits. Elementary learning loss specialists will assess learning loss, and deliver intervention services to combat learning loss due to COVID-19. 3 pilot positions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,150
<b>Budgeted Expenditures in SFY 2024</b>	\$12,150
<b>Total Expenditures</b>	<u>\$24,300</u>

**Status**

Approved

Line Item ID: 501-3-0048

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0111.3209230

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Virtual/Remote Teachers, salary. 2 teachers for students in remote learning in quarantine due to COVID-19. If no students are in quarantine, these teachers will support Virtual students, tutoring them and delivering intervention services to combat learning loss due to COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$94,000
<b>Budgeted Expenditures in SFY 2024</b>	\$94,000
<b>Total Expenditures</b>	<u>\$188,000</u>

**Status**

Approved

Line Item ID: 501-3-0049

**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-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Virtual/Remote Teachers, benefits. 2 teachers for students in remote learning in quarantine due to COVID-19. If no students are in quarantine, these teachers will support Virtual students, tutoring them and delivering intervention services to combat learning loss due to COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,460
<b>Budgeted Expenditures in SFY 2024</b>	\$8,460
<b>Total Expenditures</b>	<u>\$16,920</u>

**Status**

Approved

Line Item ID: 501-3-0051

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER Iii-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0131.3209230

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss Para Professionals, salary. 29 paraprofessional dedicated to delivering evidence based interventions to students disproportionately impacted by COVID-19. The interventions would be designed and supervised by a licenced teacher to combat learning loss due to COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$580,000
<b>Budgeted Expenditures in SFY 2024</b>	\$580,000
<b>Total Expenditures</b>	<u>\$1,160,000</u>

**Status**

Approved

Line Item ID: 501-3-0052

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER II-CARES GRANT(COVID19)

**Account Number**

2321.1000.1000.0200.3209230

**Function Code**

1000 - Instruction

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss Para Professionals, benefits. 29 paraprofessional dedicated to delivering evidence based interventions to students disproportionately impacted by COVID-19. The interventions would be designed and supervised by a licensed teacher to combat learning loss due to COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$52,200
<b>Budgeted Expenditures in SFY 2024</b>	\$52,200
<b>Total Expenditures</b>	<u>\$104,400</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0503

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Parsons	2900 Southern, Parsons, KS 67357	Box 1056, Parsons, KS 673571056
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Lori Ray	lray@vikingnet.net	(620) 421-5950

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Lori Ray	Superintendent	lray@vikingnet.net	(620) 421-5950
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Tonya Phillips		tphillips@vikingnet.net	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
Jeff Pegues		jpegues@vikingnet.net	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1504851/USD503\\_ESSERIII-DistrictPlanForSafeReturn.2.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1504851/USD503_ESSERIII-DistrictPlanForSafeReturn.2.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

Parsons District Schools plans to allocate ESSER III Relief funds to support students and staff in all areas including Health/Environment. We are working closely with the Kansas Department of Health and Environment, our county health department, KSDE, our local education service center, and neighboring school districts to remain up to date on guidance related to safely operating in-person learning.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

In developing our ESSER plan, we hosted focus groups with student councils at both the middle school and high school level. We then conducted a survey with all our middle school and high school students to gain their input. Their input helped determine the highest levels of need for pandemic related instruction and other support so that we could plan accordingly. The following supports/topics received the most interest from our students:  
Summer enrichment activities, additional staff for academic and social emotional needs and upgrades to facilities to encourage participation and promote physical health and well being.  
Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

## **Families**

We have worked closely with our families in developing our ESSER plan. We have conducted in person parent/community meetings and surveys. We had forty families complete their survey. This does not include current staff that are also parents, as their feedback was included in the staff survey. Through the surveys and conversations, the following suggestions garnered the most interest from our our parents:  
Summer school, after school and enrichment opportunities for students, additional supports for students with behaviors and social emotional issues due to the pandemic and additional academic supports. Followed closely by retention pay for teachers and HVAC systems to ensure proper and healthy air flow to classrooms. Our ESSER plan includes these suggestions from parents.

## **School and District Administrators including Special Education Administration**

Our district administrative team meets weekly and collaborated regularly on the development of the ESSER III plan based on the needs of our student and staff populations both at the building and district level. Our district also receives special education services through Tri-County Interlocal 607 and has met with them monthly. These meetings have included a review of the survey and focus group data from the various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.  
Addressing learning loss with a robust evidenced based summer school and after school program including enrichment opportunities needs to be offered. We also need to focus on additional supports for students with behaviors and social emotional issues due to the pandemic. Followed closely by retention pay for teachers and HVAC systems to ensure proper and healthy air flow to classrooms. Our ESSER plan includes these suggestions.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

We have worked closely in collaboration with multiple stakeholder groups including: teachers, principals, school leaders, other educators, staff, and our local PNEA organization.  
District leadership hosted a conversation in each school during a Wednesday morning Professional Learning Communities time to discuss the ESSER III funding and listen to input. All groups were then sent a follow up survey to have the opportunity to provide feedback and additional suggestions for the district ESSER III plan.

## **Tribes**

Our student management and information system indicates that we do not have students currently enrolled that are connected to tribes. Through our surveys we also had no one indicate that their family was native american or connected to a tribe. District leadership spoke with Chris Howell, Executive Director Native American Affairs for the Kansas Governor's office and he confirmed that he was not aware of any Native American/American Indian Tribes that reside in Labette County. While we did not hear back from anyone, we believe our plans of support will benefit all populations of our students.

## **Civil Rights Organization including Disability Rights Organizations**

The district hosted an ESSER III informational meeting for civil rights organizations including disability rights organizations to share information about ESSER III and get input from the organizations regarding how to best meet the need of students as it relates to their civil rights . Specific invitations were sent (via email and phone call) to Mr. Bob Booker the Director of CLASS LTD and Ms. Shari Coatney the CEO of SKIL both organizations in Parsons. The meeting was then followed up with a survey asking for these specific groups to provide input regarding the ESER III plan and priorities. While we did not hear back from anyone, we believe once implemented, our plan of supports will benefit all populations of our students.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

The district offered an ESSER III informational meeting on April 20, 2022 to share information about ESSER III and receive input. This was open to all stakeholder groups. Special invitations were sent to our Youth Crisis Shelter, Successful Dreams, DCF contacts and contacts from the foster agencies KVC and TFI. The information night was followed up with an online survey asking for stakeholder groups to provide input regarding the ESSER III plan and priorities. While we did not hear back from anyone, we believe our plan of supports will benefit all populations of our students.

### **Provide the public the opportunity to provide input and take such input into account**

The district offered a community ESSER III information meeting on April 20, 2022 to share the information about ESSER III. This was open to all the public. While only a handful attended the information night was followed up with an online survey giving the public the opportunity to provide input and offer feedback.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

Covid-19 continues to have a direct and significant impact on the 1300 Prek-12 students in USD 503. School building closures during the spring 2020 and the significant numbers of quarantined students and remote learners during the 20-21 resulted in both academic & emotional learning loss for students. In the 21-22 school year remote services were discontinued with a small percentage of students participating in a virtual program. During the 21-21 school year 10-14 day quarantine protocols continued to compound the learning loss in both academics and social emotional areas for our students and staff. (Some students were quarantined multiple times resulting in an even larger impact.)

The school closures and quarantines clearly illustrated the disparity of resources our families had within their own homes to manage during a pandemic. Over 70% of our students are eligible for a free or reduced meal district wide and necessities became the focus for many families during this time.

Our current students' Fastbridge, MAP and DIBELS assessment data continues to show a gap between expected levels of performance and achievement for our students. Our intervention groups are larger based on need. Continuing to implement our after-school programs, summer school programs and high quality tier 2 and tier 3 interventions, at all levels Prek-12, will improve our achievement data and student outcomes. However, we recognize that the gap continues to exist and without these intentional and additional resources the gap will continue to grow.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

1. Parsons will provide after school and summer learning programs to include strong intervention programs, enrichment programs and credit recovery opportunities.

S. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. Education Digest: Essential Readings Condensed For Quick Review, 77(6), 47-52. Retrieved from [https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND\\_MG1120.pdf](https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf)

Terzian, M., & Moore, K. A. (2009). What works for summer learning programs for low-income children and youth:

Browne, D. (2013). Think summer: Early planning, teacher support boost summer learning programs. Journal of Staff Development, 34(6), 46-49. Retrieved from <https://learningforward.org/docs/default-source/jsddecember-2013/browne346.pdf?sfvrsn=2>

Sloan McCombs, J., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., & Brown Cross, A. (2012). Making summer count: How summer programs can boost children's learning. Education Digest: Essential Readings Condensed for Quick Review, 77(6), 47-52. Retrieved from <https://eric.ed.gov/?id=EJ978299> Full text available from <https://www.wallacefoundation.org/knowledge-center/pages/making-summer-count-how-summer-programs-can-boostchildrens-learning.aspx>

Nastu, J. (2011). Early intervention and credit recovery programs are helping at-risk students succeed. eSN Special Report: Keeping students on a path to graduation. Retrieved from <http://Nastu.eschoolnews.com/2011/02/22/esn-special-reportkeeping-studentson-a-path> Oliver, K., Osborne, J., P

Watson, J., & Gemin, B., (2008). Using on-line learning for at-risk students and credit recovery. Vienna, VA: North American

Council for Online Learning. Retrieved from [http://www.inacol.org/research/promisingpractices/NACOL\\_CreditRecovery\\_PromisingPractices.pdf](http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf)

2. Parsons will continue to provide academic progress monitoring using Fastbridge, MAP, DIBELS. The district will use Panorama as a data warehousing platform to easily track student achievement and growth in order to make necessary changes in instruction and planning.

Veronica S. Smith, "Data Dashboard as Evaluation and Research Communications Tool," in Tarek Azzam and Stephanie Evergreen, eds. *Data Visualization, Part 2. New Directions for Evaluation* 140 (Winter, 2013), 21-45.

<http://onlinelibrary.wiley.com/doi/10.1002/ev.20072/abstract>

Hunter, Gerald P., Stephanie Williamson, Asa Wilks, Janet M. Hanley, and Brian M. Stecher, *Using Data to Support the Intensive Partnerships for Effective Teaching Initiative: Data Collection, Metric and Dashboard Creation, and Lessons Learned*. Santa Monica, CA: RAND Corporation, 2020. [https://www.rand.org/pubs/research\\_reports/RR2917.html](https://www.rand.org/pubs/research_reports/RR2917.html).

Psychometric Evidence of FastBridge Universal Screening & Progress Monitoring System. Illuminate Education (2021)

<https://www.illuminateed.com/wp-content/uploads/2021/07/Psychometric-Evidence-of-FastBridge-Universal-Screening-Progress-Monitoring-System-2021.pdf>

3. Parsons will use SEL Tier 1 Curriculum (Second Step and Core Project) in addition to social emotional screeners through FastBridge and Panorama. Screener data will help identify and monitor students that need additional social and emotional supports.

Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). *Social and emotional learning as a public health approach to education. The Future of Children*. Retrieved from <https://eric.ed.gov/?id=EJ1144819>

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2013, March). *Children Classified as Having an Emotional Disturbance intervention report: Second Step*. Retrieved from <http://whatworks.ed.gov>.

Frey, K., & Sylvester, L. (1997). *Research on the Second Step program: Do student behaviors and attitudes improve? What do teachers think about the program?* Seattle, WA: Committee for Children.

Frey, K. S., Hirschstein, M. K., & Guzzo, B. (2000). *Second Step: Preventing aggression by promoting social competence. Journal of Emotional and Behavioral Disorders*, 8(2), 102-112.

Psychometric Evidence of FastBridge Universal Screening & Progress Monitoring System. Illuminate Education (2021)

<https://www.illuminateed.com/wp-content/uploads/2021/07/Psychometric-Evidence-of-FastBridge-Universal-Screening-Progress-Monitoring-System-2021.pdf>

4. Parsons will provide research based professional learning opportunities and supports for staff, including: Trauma Informed, Resilience, and LETRs Training

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. [https://learningpolicyinstitute.org/sites/default/files/productfiles/Effective\\_Teacher\\_Professional\\_Development\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/productfiles/Effective_Teacher_Professional_Development_REPORT.pdf).

Darling-Hammond, L. & Richardson, N. (2009). *Research Review/Teacher Learning: What Matters? How Teachers Learn*, 66(5), 46-53. <http://www.ascd.org/publications/educational-leadership/feb09/vol66/num05/Teacher-Learning@-What-Matters%C2%A2.aspx>

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. [https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\\_Teacher\\_Professional\\_Development\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf).

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication no. 00-4769). National Institute of Child Health & Development. <https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf>

5. Funds will be used to hire an additional interventionist, classroom size reduction teacher, social worker and academic coach to provide smaller class sizes and tiered systems of academic and social emotional supports in the classroom and after school. These staff members will help support teachers and administrators in addressing the learning loss and work with families to provide support for students social emotional needs across the district.

Meta-Analysis of Research on Class Size and Achievement Author(s): Gene V. Glass and Mary Lee Smith Source: *Educational Evaluation and Policy Analysis*, Vol. 1, No. 1 (Jan. - Feb., 1979), pp. 2- 16 Published by: American Educational Research Association

Promoting Academic Success through Social and Emotional Learning (SEL), Pierce, Petokubi, Nishoioka, and Farrell <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/wa-sel-training5-slides.pdf>

6. Family engagement funds will be provided to each school to build community, provide support and outreach to our families, as well as Parent Education Camps to give SEL / Trauma Training and skills to parents. Developing strong family and



school connections and supports will have a positive impact on student success and performance and reduce the rate of absenteeism and drop out. These funds will help provide communication tools necessary for every student and family to have equal access to services provided and offered by the school system.

Parental Involvement as a Important Factor for Successful Education <https://files.eric.ed.gov/fulltext/EJ1156936.pdf>

A Meta-Analysis of Dropout Prevention Outcomes and Strategies <http://www.dropoutprevention.org/meta-analysis-dropout-prevention-outcome-strategies/> C., H. J. A. (2009).

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Additional ESSER funds will be requested that meet the acceptable uses consistent with section 2001(e)(2) of the ARP Act and are supported by stakeholder input. These funds will support the improvement of indoor air quality, implement public health protocols required for the operation of school facilities, in addition to providing: touchless systems to prevent the spread of the virus, effective communication and amplification tools, additional mental health service and supports to families, students and support additional teacher duties and retention of staff.

### **How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Our ESSER Plan was developed collaboratively with key stakeholders in our community, our local special education interlocal, staff, administration, students, parents and community. The focus of our planning and collaborating with such a diverse group, was to ensure we developed plans that address the general needs of our community, but also maintained an important focus on addressing the specific needs of all student and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision making throughout the pandemic and beyond.

We have utilized data to make informed decisions that will meet the needs of our community with a focus on all of our students including any diverse demographic groups that may have been impacted disproportionately.

As we move forward we will continue to collaborate with all of our stakeholders and we will utilize our data to determine the evolving needs of our district. This ongoing communication and data analysis will ensure that we are monitoring the implementation of the interventions that we will put in place as a result of our ESSER funds.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$4,663,635	\$0	\$4,663,635	ESSER III Allocations	\$932,727
Approved Total	\$4,075,993	\$0	\$4,075,993	Approved Total	\$866,000
Amount Left	\$587,642	\$0	\$587,642	Amount Still Needed	\$66,727
In Review Total	\$480,000	\$0	\$480,000	In Review Total	\$0
Amount Left	\$107,642	\$0	\$107,642	Amount Still Needed	\$66,727

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
503-3-0022	Direct	False	2600	730	1A	\$480,000	Task Force Review
503-3-0021	Direct	True	1000	110	12	\$180,000	Approved
503-3-0001	Direct	False	2600	730	14	\$1,881,490	Approved
503-3-0002	Direct	False	2600	730	14	\$170,808	Approved
503-3-0005	Direct	False	2600	730	14	\$542,354	Approved
503-3-0006	Direct	False	1000	110	16	\$105,000	Approved
503-3-0007	Direct	False	1000	110	1A	\$105,000	Approved
503-3-0008	Direct	True	1000	120	12	\$225,000	Approved
503-3-0009	Direct	True	1000	110	11A	\$95,000	Approved
503-3-0010	Direct	True	1000	120	11A	\$55,000	Approved
503-3-0011	Direct	True	2710	120	11A	\$25,000	Approved
503-3-0012	Direct	True	1000	600	11A	\$25,000	Approved
503-3-0013	Direct	True	1000	110	11B	\$155,000	Approved
503-3-0014	Direct	True	1000	120	11B	\$35,000	Approved
503-3-0015	Direct	True	1000	735	12	\$31,000	Approved
503-3-0016	Direct	True	1000	735	11B	\$40,000	Approved
503-3-0017	Direct	False	1000	110	16	\$150,000	Approved
503-3-0018	Direct	False	1000	120	16	\$150,000	Approved
503-3-0019	Direct	False	2500	120	16	\$105,341	Approved
503-3-0020	Direct	False	2600	730	14	\$88,687	Disapproved
503-3-0003	Direct	False	2600	730	15	\$359,195	Disapproved

## Line Item Details

Line Item ID: 503-3-0022

**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 DW Equipment

**Account Number**

39760

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The current HVAC units at the high school are failing and not able to meet the recommended guidelines from the CDC for air circulation, filtration and fresh air in classrooms. New systems will meet the requirements/recommendations and reduce the risk of Covid transmission by improving indoor air quality, proper filtration and ventilation, providing healthier outcomes for students and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$480,000
<b>Total Expenditures</b>	<u>\$480,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 503-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CERTIFIED STAFF

**Account Number**

39600

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid-19 has had a direct impact on student learning. Our current students' Fastbridge, MAP and DIBLES assessment data continues to show a gap between expected levels of performance and achievement in both reading and math. Additional research based professional development learning opportunities in the science of reading (LETRS) will improve our achievement data and student outcomes.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$90,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$90,000
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<b>Total Expenditures</b>	\$180,000
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**Status**

Approved

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 503-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III DW EQUIPMENT

**Account Number**

39760

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid-19 has caused us to focus on indoor air quality and fresh air circulation/ventilation/air filtration in our school facilities to prevent the spread of the virus and any other air-borne disease. The Middle School provides classroom space for over 300 students and approximately 50 staff members, so it is critical that the facilities promote health, well-being, and protection from Covid and any other air-borne disease. The installation of new HVAC equipment will provide improved health benefits for our students and staff.

The HVAC and boiler system is over 20 years old. These systems have struggled to keep up with the circulation, ventilation, filtration system requirements needed to protect the health and wellness of students and staff. The temperature differentials in classrooms are antiquated and have been unmanageable even when the controls are similarly set. Greenbush has come twice in the past four years to conduct air quality testing due to the amount of humidity that is present in some classrooms and the possibility of mold. The inconsistency in air quality and functioning of the current HVAC/boiler equipment clearly indicated a need for updated replacement equipment to be installed.

The district worked through a solicitation and selection process interviewing firms to provide an assessment of the needs and scope of the work as it relates to the installation of a new HVAC system in the Middle School. Because the district lacked expertise to write accurate bid specs and to supervise the subsequent work of the contractors, the district utilized local funds to hire a project manager. The project manager is being paid 100% from local funds and will not perform any of the subcontracting work on the project. With the assistance of the project manager, bids were solicited on behalf of the district through advertisement in newspapers and outreach to all known qualified contractors. The systems and mechanical contractors that were selected were the lowest bidder and we believe will deliver the best service and units for the cost.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,881,490
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,881,490</u>

**Status**

Approved

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met.

Line Item ID: 503-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III DW EQUIPMENT

**Account Number**

39760

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid-19 has caused us to focus on indoor air quality and fresh air circulation/ventilation in our school facilities to prevent the spread of the virus and any other air-borne disease. The Hughes Building at the Middle School is a separate building from the main school and provides the classroom space for weightlifting, workout space, and locker rooms for our practice field. It is used by our physical education students daily and athletic teams year around. The building has limited windows (none that can be opened due to design and height) and currently no HVAC system. There is a large fan that is used to blow air inside the building but it in no way can be regulated to make sure that the indoor air quality is good or that enough fresh air is being circulated in the building. Adding an HVAC system to this building will dramatically increase the amount of time students can safely spend in the building during extreme temperature months especially and ensure that there is adequate air flow and improved air quality to benefit student health.

The district worked through a solicitation and selection process interviewing firms to provide an assessment of the needs and scope of the work as it relates to improving air quality and the installation of a new HVAC system. Because the district lacked expertise to write accurate bid specs and to supervise the subsequent work of the contractors, the district utilized local funds to hire a project manager. The project manager is being paid 100% from local funds and will not perform any of the subcontracting work on the project. With the assistance of the project manager, bids were solicited on behalf of the district through advertisement in newspapers and outreach to all known qualified contractors. The Trane system and mechanical contractor that were selected were the lowest bidder and we believe will deliver the best service and unit for the cost.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$170,808
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$170,808</u>

**Status**

Approved

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met.

Line Item ID: 503-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III DW EQUIPMENT

**Account Number**

39760

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To help mitigate the spread of Covid-19 and any other air-borne diseases we have focused on indoor air quality and fresh air circulation/ventilation/air filtration in our school facilities. HVAC controls are necessary to better control/manage the systems and provide the healthiest outcomes (for our people and the systems). Our schools provide classroom space for over 1300 students and approximately 250 staff members. It is critical that the facilities promote health, well-being, and protection from Covid and any other air-borne disease. The installation of new HVAC controls throughout the district will provide control over the system district wide so that any issues can quickly be identified and addressed. This will result in improved health benefits for our students and staff and mitigate the risk associated with virus transmission. The district doesn't currently have HVAC controls, and this has caused significant issues due to inconsistent temperatures, operation, and inconsistent air circulation and ventilation. Due to the variances in buildings, it has been difficult for our maintenance and custodial staff to properly monitor the circulation, ventilation, filtration system requirements needed to protect the health and wellness of students and staff. The district worked through a solicitation and selection process interviewing firms to provide an assessment of the needs and scope of the work as it relates to the installation of HVAC controls throughout the district. Because the district lacked expertise to write accurate bid specs and to supervise the subsequent work of the contractors, the district utilized local funds to hire a project manager. The project manager is being paid 100% from local funds and will not perform any of the subcontracting work on the project. With the assistance of the project manager, bids were solicited on behalf of the district through advertisement in newspapers and outreach to all known qualified contractors. The system and mechanical contractors that were selected were the lowest bidder and we believe will deliver the best service and units for the cost. The Construction and capital expense request has been submitted.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$542,354
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$542,354</u>

**Status**

Approved

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met.

Line Item ID: 503-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CERTIFIED STAFF

**Account Number**

39600

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The Covid-19 pandemic and subsequent school closures and quarantines have clearly illustrated the disparity of resources available among our students and families and the need for additional supports. With over 70% of our students eligible for a free or reduced-price meal and a high rate of foster children in our district, poverty and trauma were exacerbated by the pandemic. It quickly became clear that to meet student and family social, emotional and mental health needs it was necessary to hire a social worker. This staff is trained and experienced in social work, therefore better able to address student and family challenges faced due to the pandemic. Our families need the additional support of a social worker to help address issues with basic needs and parenting so that our children can come to school ready to learn. Our students have struggled with self-regulation and a licensed social worker can provide the classroom, individual and small group support necessary to help a child be successful in school. This staff member will participate regularly in student improvement team meetings and student of concern meetings to help wrap around the services for both families and students that are available and necessary.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$55,000
<b>Total Expenditures</b>	<u>\$105,000</u>

**Status**

Approved

Line Item ID: 503-3-0007



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CERTIFIED STAFF

**Account Number**

39600

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid-19 has had a significant impact on a myriad of things specific to our secondary students including attendance, course completion for credit and the number of students graduating college and career ready. To address these pandemic related needs the district will hire an academic advisor/teacher. This advisor/teacher will have dual roles in both teaching classes to high school students helping them prepare to graduate college and career ready and working directly with staff and families to help support students reach academic and graduation goals. The advisor/teacher will monitor student data and ensure that attendance and course completion is on track for graduation. Data will be examined for the entire student population, as well as looked at by sub-groups to ensure that equity is being addressed as evidenced by student need. The advisor/teacher will participate regularly in Student Improvement Team (SIT) meetings and ensure that the students Individual Plans of Study (IPS) are up to date and reflective of the student's current situation and goals. This individual will coordinate weekly IPS meetings and materials in addition to gathering evidence of current levels of student learning. The advisor/teacher will be a part of the leadership team developing strategies and ideas to build on student strengths and address weaknesses in that learning, helping teachers implement those strategies and ideas.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$55,000
<b>Total Expenditures</b>	<u>\$105,000</u>

**Status**

Approved

Line Item ID: 503-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CLASSIFIED INSTRUCTIONAL

**Account Number**

39720

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid-19 has had a significant impact on the academic, social emotional and behavioral health of our students which has a direct impact on student learning.

Parsons is a district with high rates of poverty and the highest rate of foster care children (per capita) in the state of Kansas. These students often have suffered tremendous trauma while in the home or the foster care system and long before they come to school.

In response to this need, the district has dedicated academic/behavior recovery classrooms in each of the elementary schools where non-certified/classified staff are working with small groups or one on one with students on academics and behavior, transitioning back into the regular classroom with a level of support to be successful. This is a general education Tier 3 intervention focused on academics and self-regulation for our most vulnerable youth. (Section 1114 ESEA)

Prior to Covid, staffing levels were adequate. However, the number of students that are struggling with academics and disrupt the learning environment has increased dramatically since Covid and that impacts their own learning as well as their peers. This struggle can be attributed to a variety of pandemic related challenges and limitations.

We need additional support to help meet students' academic learning needs by providing academic, social, emotional and behavior interventions moving forward. As a result of the need, we are increasing the number of academic/behavior aides in classroom for a total of 4 additional non-certified/classified staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$110,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$115,000
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<b>Total Expenditures</b>	\$225,000
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**Status**

Approved

Line Item ID: 503-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CERTIFIED STAFF

**Account Number**

39600

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid- 19 has caused significant learning loss for our students K-12. To combat those losses, our summer school programs have planned for robust, direct, explicit instruction and support based on student achievement and social emotional data. We had approximately 150 students in grades K-5, 30 students grade 6-8 and 30 students grade 9-12. To keep the student/teacher ratio low and provide explicit instruction our certified teacher numbers for K-5 were a 1:7 and for our secondary students 1:6 not including the enrichment workshop teachers. Based on this summer 210 students and 30 certified staff, the expectation is that those numbers will continue to increase in the summer of 2023 and 2024. After a year of successful summer school and enrichment opportunities, parents will feel more comfortable sending their child to summer school and additional learning gaps will be identified as the school year begins and progresses.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
<b>Total Expenditures</b>	<u>\$95,000</u>

**Status**

Approved

Line Item ID: 503-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CLASSIFIED INSTRUCTIONAL

**Account Number**

39720

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid- 19 has caused significant learning loss for our students K-12. In an effort to combat those losses, our summer school programs have planned for robust and direct instruction and support based on student achievement and social emotional data. Support staff have been critical in the success of the programs providing meals, small group instruction and one on one support. Twenty classified staff have been employed district wide for summer school/credit recovery instruction and support in the summer of 2022. We expect those numbers to increase based on increased projected enrollment for the summers of 2023- and 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	<u>\$55,000</u>

**Status**

Approved

Line Item ID: 503-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III TRANSPORTATION

**Account Number**

39622

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid-19 negatively impacted student learning causing learning gaps, learning loss, missed instruction and slow achievement growth. In order to address these losses it is necessary for the district to provide summer learning and enrichment programs. The district has over 70% of students that qualify for a free or reduced meal. This poverty impacts a family's ability to provide regular and reliable transportation. In order for our students to be able to attend and participate in summer school they have to have transportation. These funds will provide school bus transportation for students to and from summer school/credit recovery and enrichment opportunities for grades K-12.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	\$25,000

**Status**

Approved

**Line Item Comment from KSDE**

Line Item ID: 503-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III SUMMER SUPPLIES

**Account Number**

39750

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to Covid-19 and poverty levels in the district, our students have not had the opportunities for educational experiences in group settings outside of the classrooms. The field trips for students in grades K-5, are directly related to, and an extension of the curriculum and instruction taught throughout the summer school program. These trips build background knowledge and allow students the opportunity for properly supervised educational experiences to rebuild and practice socially appropriate behaviors with a group in the community at large. Trips to the public library, children’s museum, recreation center, zoo and nature areas will be included.

Covid-19 has caused our students in grades 6-12 to be isolated from one another with social distancing and multiple quarantines. Technology and screen time became the focus versus the time spent in conversations and with face-to-face interactions. This has had a direct impact on students social and emotional health and attendance. To help support social and emotional health in addition to credit recovery and traditional summer school, enrichment opportunities for students included summer workshops- where students can sign up to work with a group of other students led by a teacher to work on a specific project or activity. These workshops provided the social settings and opportunities that our secondary students need to rebuild relationships with each other and with staff. It also reinforced for students a reason to stay in school. These workshops included BBQ classes, book clubs, community service projects, gardening, and others.

Instructional supplies for summer school and credit recovery will include, reading and math consumable books, paper, pencils, crayons, construction paper, project supplies, books, games, gardening supplies, and some additional software expenses including Edgenuity and Study Island for summer courses.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$25,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CERTIFIED STAFF

**Account Number**

39600

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid-19 has caused significant learning loss for our students due to multiple quarantines, sickness and missed instruction. Due to Covid-19 the district also couldn't hold after school programs from March 2020-December 2021 then on a very small and limited basis during the spring of 2022. This additional support is necessary to help support students in making academic progress and remediate learning loss caused by the pandemic and poor school attendance. After school programs will be held at each building K-12 with approximately 10-12 certified staff total district wide, depending upon student data and need. These teachers will reteach and focus instruction on missing skills, help with current coursework and support credit recovery.

Due to prior limited participation due to COVID-19 restrictions, budgeting for the after-school program in 2023 and 2024 is more future based than past based. For 2023, the budget estimate was calculated as follows:

12 staff per day \* 2 hours per day = 24 hours total per after school program day

24 total daily hours \* \$20/hour = \$480.00/day

\$480.00 per day \* 4 days per week = \$1920.00 per week

\$1920.00 \* 38 weeks (estimated school weeks less Christmas break) = \$72,960

Rounded up to \$75,000 to allow for additional hours, snow day make-up, etc.

Budgeting for 2024 entailed taking the 2023 budget and increasing 6%, due to both potential wage increases, and potential staff increases, if necessary.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$75,000

**Budgeted Expenditures in SFY 2024** \$80,000

**Total Expenditures** \$155,000

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III TRANSPORTATION

**Account Number**

39622

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid-19 negatively impacted student learning causing learning gaps, learning loss, missed instruction and slow achievement growth. In order to address these losses it is necessary for the district to provide after-school programs for explicit and direct instruction to help student attain those skills.

The district has over 70% of students that qualify for a free or reduced meal. This poverty impacts a family's ability to provide regular and reliable transportation. In order for our students to be able to attend and participate in after-school programs, they have to have transportation. These funds will provide daily school bus transportation for students K-12 at the conclusion of after school programs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$17,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$18,000
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<b>Total Expenditures</b>	\$35,000
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**Status**

Approved

Line Item ID: 503-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III TECH SUPPLIES

**Account Number**

39652

**Function Code**

1000 - Instruction

**Object Code**

735 - Technology -Related Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid 19 has impacted student learning with prolonged absences due to sickness and quarantines resulting in learning loss. The purchase of Fastbridge will allow us to screen students for specific reading deficits and plan explicit instruction based on that data and individual student needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$14,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$17,000
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<b>Total Expenditures</b>	\$31,000
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**Status**

Approved



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III TECH SUPPLIES

**Account Number**

39650

**Function Code**

1000 - Instruction

**Object Code**

735 - Technology -Related Software

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid 19 has impacted student learning and social emotional health with prolonged absences due to sickness and quarantines. Panorama will be used to track academic and social emotional data for individual students, cohorts and classrooms. In addition, Panorama provides social emotional screeners for teachers and students. These completed screeners will allow the district to better meet the social emotional needs of students and staff by identifying specific areas that indicate a need for support. Panorama will sync regularly with our student information system and our assessments (FastBridge, Dibels, MAP) allowing us to have all the academic assessment data and social emotional data for each student in one place for easy retrieval and access. Using this system will ensure that our student improvement teams have a more accurate picture of the whole student and their individual needs based on both the social emotional and academic data.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CERTIFIED STAFF

**Account Number**

39600

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is for certified staff salaries whose duties cannot be performed due to absences related directly to Covid-19, including a self-positive, or other immediate family member or dependent. The \$75,000 allocated to expenditures in 2023, and again in 2024, is calculated as a percentage of total certified staff compensation in school year 2020-2021 (the most complete year prior to the time period of available information), compared to the average district wide Covid-19 positivity rates from November 19, 2021, which was during the height of our most significant battle with Covid-19 positive students and staff. In 2020-2021, year to date gross compensation for certified staff was just under \$7,000,000, and the district wide positivity rate on 11/19/2021 was 2.47%. Please note the following calculation:

$$\$75,000 / \$6,919,327.47 = 1.08\% \quad \text{District wide Covid-19 positivity rate on 11/19/2021} = 2.47\%$$

Comparing the 1% certified compensation rate to the 2.47% positivity rate, we first considered that the 2.47% positivity rate included both students and staff and made a reduction of 1%, which left 1.47% remaining to reconcile. Next, we reduced .47% due to the hiring of additional full-time substitutes to help combat certified staff absences. This brought us to the final reconciliation of 1% of certified staff salaries for each year 2023 and 2024, totaling \$150,000 of our ESSER III allocation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$75,000
<b>Budgeted Expenditures in SFY 2024</b>	\$75,000
<b>Total Expenditures</b>	<u>\$150,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III CLASSIFIED INSTRUCTIONAL

**Account Number**

39720

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is for continuation of classified staff salaries whose duties cannot be performed during absences related directly to Covid-19, including a self-positive, other immediate family member, or dependent. The \$75,000 allocated to expenditures in 2023, and again in 2024, is calculated as a percentage of total classified staff compensation in school year 2020-2021 (the most recent complete school year information), compared to the average district wide Covid-19 positivity rates from November, 19, 2021, which was during the height of our most significant battle with Covid-19 positive students and staff. In 2020-2021, total gross compensation for classified staff was \$2,321,945.91, and the district wide positivity rate on 11/19/2021 was 2.47%. Please note the following calculation:

$\$75,000 / \$2,321,945.91 = 3.23\%$       District wide Covid-19 positivity rate on 11/29/2021 = 2.47%

Even though the district wide Covid-19 positivity rate of 2.47% includes both students and staff, we did not adjust downward for classified staff. We considered that classified staff positions are generally not covered by either full-time substitutes or on-call substitutes. This lack of coverage often requires other classified staff to work overtime hours to maintain necessary operations during Covid-19 related absences. These considerations allowed us to be satisfied with our projection of a 3.23% increase in staff costs as it compares to the district wide Covid-19 positivity rate of 2.47% on 11/29/2021.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$75,000
<b>Budgeted Expenditures in SFY 2024</b>	\$75,000
<b>Total Expenditures</b>	<u>\$150,000</u>

**Status**

Approved

Line Item ID: 503-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III OTHER SUPPORT STAFF

**Account Number**

39610

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Non-instructional staff salaries related to duties which either cannot be performed due to an absence directly related to Covid-19, including a self-positive, immediate family or other dependent positive. These funds could also apply to additional staff duties related to Covid-19, including business office processing, recordkeeping and reporting. It could also apply to technology, maintenance and other related duties for maintaining federal compliance in a quickly changing environment as it relates to Covid-19. This is a small amount of dollars relative to our yearly overall salary cost, but there have been times when additional staff were needed on short-notice. For example, during a period of particularly high participation at our drive-through nasal swab Covid-19 testing site, we needed additional staff to help direct traffic through queues, call students and staff with results and maintain documentation and records.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$52,200
<b>Budgeted Expenditures in SFY 2024</b>	\$53,141
<b>Total Expenditures</b>	<u>\$105,341</u>

**Status**

Approved

**Line Item Comment from KSDE**


Line Item ID: 503-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III DW EQUIPMENT

**Account Number**

39760

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Environmental sensors will be installed in the high school and middle school monitoring temperature, humidity, TVOC (total measure of Volatile Organic Compounds), particulate matter 2.5 (refers to tiny particles inhale particles or droplets in the air that can have negative health effects), vape, air quality, noise level and motion. Monitoring all of this data will allow for early detection and timely resolution of issues for the health and safety of our students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$88,687
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$88,687</u>

**Status**

Disapproved

**Line Item Comment from KSDE**

This is not allowable use of ESSER funds.

Line Item ID: 503-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III DW EQUIPMENT

**Account Number**

39760

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

730 - Equipment

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid-19 has illustrated the significant need for clear and safe communication. In our district from August 2020-April 2022 everyone wore masks. It is written in policy that anytime district wide positivity rates reach 1.5% we will go back to a mask mandate. Our students reported that it was a real struggle to hear the teacher clearly while he/she was instructing with a mask. This inability to clearly hear instruction or directions compounded the learning struggles for students and stress on teachers.

We purchased a microphone sound amplification system but our current intercom systems are antiquated, not reliable and the speakers do not provide any sound amplification for classrooms. The new system would allow all teachers and staff to wear a microphone and have their voices amplified through the speakers in the intercom system in the classroom addressing a critical need for everyone to clearly hear the instruction and improve the teaching and learning. Sound amplification is critical during mask mandates.

The new intercom systems will allow for safe delivery of amplified instruction in a face-to-face setting, contactless communication when needed and provide the necessary precautions to communicate clearly and safely during a pandemic. New systems would also allow for staff to contact one another via intercoms vs face to face interaction thus reducing the potential spread of the virus in addition to providing critical sound amplification for staff and students,

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$359,195
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$359,195</u>

**Status**

Disapproved

**Line Item Comment from KSDE**

This is not allowable use of ESSER funds.