

ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	107	Rock Hills	333	51%	\$ 295,743	\$ 295,743	100%	\$ 295,743	\$ 295,743	\$ -	100%	\$ 889
2	207	Ft Leavenworth	1,424	8%	\$ 427,396	\$ 427,396	100%	\$ 427,396	\$ 427,396	\$ -	100%	\$ 300
3	211	Norton Community Schools	620	42%	\$ 439,659	\$ 378,794	86%	\$ 439,654	\$ 439,654	\$ 60,860	100%	\$ 710
4	237	Smith Center	398	45%	\$ 292,151	\$ 205,834	70%	\$ 292,151	\$ 292,151	\$ 86,317	100%	\$ 733
5	263	Mulvane	1,735	40%	\$ 781,646	\$ 781,646	100%	\$ 781,646	\$ 781,646	\$ -	100%	\$ 451
6	270	Plainville	339	41%	\$ 187,902	\$ 187,902	100%	\$ 187,902	\$ 187,902	\$ -	100%	\$ 555
7	284	Chase County	344	38%	\$ 157,157	\$ 157,157	100%	\$ 157,157	\$ 157,157	\$ -	100%	\$ 458
8	286	Chautauqua Co Community	353	64%	\$ 404,121	\$ 269,447	67%	\$ 353,235	\$ 353,235	\$ 83,788	100%	\$ 1,000
9	363	Holcomb	910	53%	\$ 566,054	\$ 348,161	62%	\$ 566,054	\$ 566,054	\$ 217,893	100%	\$ 622
10	365	Garnett	922.50	50%	\$ 717,952	\$ 717,952	100%	\$ 717,952	\$ 717,952	\$ -	100%	\$ 778
11	400	Smoky Valley	714.90	19%	\$ 282,861	\$ 257,861	91%	\$ 282,861	\$ 282,861	\$ 25,000	100%	\$ 396
12	405	Lyons	737.50	71%	\$ 757,981	\$ 757,981	100%	\$ 757,981	\$ 757,981	\$ -	100%	\$ 1,028
13	444	Little River	271.00	28%	\$ 118,993	\$ 118,993	100%	\$ 118,993	\$ 118,993	\$ -	100%	\$ 439
14	480	Liberal	4,550.30	82%	\$ 4,638,494	\$ 4,215,494	91%	\$ 4,638,494	\$ 4,638,494	\$ 423,000	100%	\$ 1,019
15	498	Valley Heights	388.90	52%	\$ 285,058	\$ 285,058	100%	\$ 285,058	\$ 285,058	\$ -	100%	\$ 733
16	503	Parsons	1,242.90	73%	\$ 2,075,087	\$ 2,075,087	100%	\$ 2,075,087	\$ 2,075,087	\$ -	100%	\$ 1,670
Total			15,282	54%	\$ 12,428,255	\$ 11,480,506	92%	12,377,364	\$ 12,377,364	\$ 896,858	100%	\$ 810

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

Kansas CommonApp (2020)

2953-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



VvonaMae

107_Rock Hills_ESSER II Plan_0430 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 | USD 107

Applicant / Mailing Address

| 109 E Main
| Mankato, KS 66956

Applicant / First and Last Name of Owner, CEO, or Executive Director | Rex Boley

Applicant / Email Address of Owner, CEO, or Executive Director | rboley@usd107.org

Applicant / Phone Number | 785-531-0087

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

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

Application details

Full District Name | Rock Hills

District Number | 107

Mailing Address Street Address	109 E. Main St
Mailing City	Mankato
Mailing Address Zip Code	66956
Authorized Representative of the District Name	Rex Boley
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	rboley@usd107.org
Authorized Representative of the District Phone Number	+117853783102
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	107clerk@usd107.org

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

USD 107 ESSER II funds will provide school leaders with the resources to address student needs. Purchase of FastBridge student screener and Kagan Cooperative Learning, These will be used to address student academic & social emotional needs. Implement and train staff on administering, accessing student data results and setting up student intervention plans. Staff collaboration on ELA and Math lesson, assessments, interventions and alignment to address student learning loss. This summer we are expanding our summer Elementary programs for students. We are requesting ESSER II funding for educational interventions (Haggerty and 95 Percent) in addition we will use funding to implement the STREAM (Science, Technology, Reading, Engineering, Art, Math) model at our Elementary summer JumpStart. This summer we are starting Summer Learning Opportunities for our Jr/Sr High Students. ESEER II Funding will be used to fund a teacher salary for the Spring 2021 Semester that we hired in January to increase social distancing and address learning loss. We plan on using ESSER II funding to retain this teacher for next year and pay their salary. We are trying to add another additional elementary teacher to increase social distancing and especially address learning loss. Funding will be used for teachers and classified teacher aids during our Summer Opportunity and Jump Start programs. In addition, we want to start two Summer Enrichment Camps. These camps will be open to all students' grades 4th and 5th as well as 6th and 7th. Enrichment Camps focuses on College/Career Readiness. Integration of CTE/NC3 certification into curriculum.

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.

USD 107 ESSER II funds will provide principals and other school leaders with the resources necessary to address student needs. Purchase of FastBridge student screener and Kagan Cooperative Learning. These will be used to address student academic & social emotional needs. Implement and train staff on administering, accessing student data results and setting up student intervention plans. Staff collaboration on ELA and Math lesson, assessments, interventions and alignment to address student learning loss. This summer we are expanding our summer Elementary programs for students. We are

requesting ESSER II funding for educational interventions (Haggerty and 95 Percent) in addition we will use funding to implement the STREAM (Science, Technology, Reading, Engineering, Art, Math) model at our Elementary summer JumpStart. This summer we are starting Summer Learning Opportunities for our Jr/Sr High Students. ESSER II Funding will be used to fund a teacher salary for the Spring 2021 Semester that we hired in January to increase social distancing and address learning loss. We plan on using ESSER II funding to retain this teacher for next year and pay their salary. We are trying to add another additional elementary teacher to increase social distancing and especially address learning loss. Funding will be used for teachers and classified teacher aids during our Summer Opportunity and Jump Start programs. In addition, we want start and use funding for two Summer Enrichment Camps. These camps will be open to all students' grades 4th and 5th as well as 6th and 7th. Enrichment Camps focuses on College/Career Readiness. Integration of CTE/ NC3 certification into core curriculum.

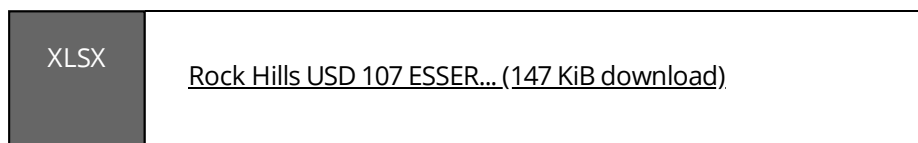
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Using our FastBridge screener, national norm tests, progress monitoring, teacher observations, data from MTSS student plans enrollment numbers in summer programs and student Individual Plans of Student College and Career Information.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.

- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom

instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

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

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

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

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

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

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

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

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

Certification

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

Electronic Signature | Rex Boley

Date | 04/05/2022

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

USD	District Name	Data as of
107	Rock Hills	6/3/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
107-1-001-20220614	Eligible	Direct Allocation	Instruction	Supplies & Materials	1D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.	Purchase of equipment. Supplies and training to enhance and add CTE classes and courses. Data Analytics through TRANE, Multimeter and Percision Measurements with Snap-On.	\$ 20,000	\$ 10,000	\$ 10,000	\$ -	\$ -	69	Approved at the 6/9/2021 State Board Meeting
107-1-002-20220614	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer Jump Start for PreK-5 students & Summer Opportunities for Jr/Sr High School - Staff	\$ 36,600	\$ 18,300	\$ 18,300	\$ -	\$ -	69	Approved at the 6/9/2021 State Board Meeting
107-1-003-20220614	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Summer Jump Start for PreK-5 students & Summer Opportunities for Jr/Sr High School - Supplies and Materials	\$ 3,700	\$ 2,200	\$ 1,500	\$ -	\$ -	69	Approved at the 6/9/2021 State Board Meeting
107-1-004-20220614	Eligible	Direct Allocation	Vehicle Operation	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer Jump Start for PreK-5 students & Summer Opportunities for Jr/Sr High School - Transportation - Staff	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	69	Approved at the 6/9/2021 State Board Meeting
107-1-005-20220614	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Purchase of FastBridge	\$ 3,970	\$ 3,970	\$ -	\$ -	\$ -	69	Approved at the 6/9/2021 State Board Meeting
107-1-006-20220614	Eligible	Direct Allocation	Vehicle Operation	Gasoline	12. Addressing learning loss among students, including vulnerable populations	Summer Jump Start for PreK-5 students & Summer Opportunities for Jr/Sr High School - Transportation - Fuel	\$ 2,373	\$ 1,187	\$ 1,186	\$ -	\$ -	69	Approved at the 6/9/2021 State Board Meeting

107-1-007-20220614	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer Teacher Academy In-Service	\$ 34,200	\$ 17,100	\$ 17,100	\$ -	\$ -	69	Approved at the 6/9/2021 State Board Meeting
107-1-008-20220614	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Purchase of 95 Percent Group and Haggarty	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	69	Approved at the 6/9/2021 State Board Meeting
107-1-009-20220614	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding Additional certified teachers	\$ 157,000	\$ 18,000	\$ 68,000	\$ 71,000	\$ -	69	Approved at the 6/9/2021 State Board Meeting
107-1-010-20220614	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE - Summer Enrichment Camps - Salaries	\$ 9,403	\$ -	\$ 4,603	\$ 4,800	\$ -	69	Change Request: Previously approved for \$4,800 SFY 2021, 2022 and 2023
107-1-011-20220614	Eligible	Direct Allocation	Vehicle Operation	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer Enrichment Camps - Transportation	\$ 4,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ -	69	Approved at the 6/9/2021 State Board Meeting
107-1-012-20220614	Eligible	Direct Allocation	Food Services Operations	Food and Milk	12. Addressing learning loss among students, including vulnerable populations	Summer Enrichment Camps - Meals	\$ 1,500	\$ 500	\$ 500	\$ 500	\$ -	69	Approved at the 6/9/2021 State Board Meeting
107-1-013-20220614	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Summer Enrichment Camps - Supplies/Materials	\$ 1,500	\$ 600	\$ 600	\$ 300	\$ -	69	Approved at the 6/9/2021 State Board Meeting

107-1-014-20220614	Eligible	Direct Allocation	Instruction	Intereducatio nal, Interagency Purchased Services	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	CHANGE-Kagan Professional Development for Elementary teachers	\$ 4,997	\$ -	\$ 4,997	\$ -	\$ -	69	New Line Item
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Kansas CommonApp (2020)

3112-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



aNwWbKjA

207_Fort_Leavenworth_ESSER II Plan_0522_Update

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Fort Leavenworth USD 207

Applicant / Mailing Address

| 207 Education Way
Fort Leavenworth, KS 66027-1425

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dr. Keith Mispagel

Applicant / Email Address of Owner, CEO, or Executive Director | kmispagel@usd207.org

Applicant / Phone Number | 913-651-7373

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) | 48-0724335

Applicant / Website Address (if applicable) | <https://www.usd207.org/>

Applicant / Mission Statement (if applicable)

| See website

Applicant / 501c3 Verification (if applicable)

PDF	2020-03-03 - KSDE Certifi... (671 KiB download)
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Fiscal Agent / Name (if applicable) | Rich Holden

Fiscal Agent / Email (if applicable) | rholden@usd207.org

Fiscal Agent / Mailing Address (if applicable)

| 207 Education Way
Fort Leavenworth, KS 66027-1425

Application details

Full District Name | Fort Leavenworth USD 207

District Number | 207

Mailing Address | Street Address | 207 Education Way

Mailing | City | Fort Leavenworth

Mailing Address | Zip Code | 66027

Authorized Representative of the District | Name | Rich Holden

Authorized Representative of the District | Position or Title | Chief Financial Officer

Authorized Representative of the District | Email Address | rholden@usd207.org

Authorized Representative of the District | Phone Number | +19137586020

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.

| Since March 2020, USD 207 has spent over \$325,000 on COVID-19 supplies and materials to insure a safe school environment for our students and staff to include hand sanitizer/sanitizing devices including disinfectant sprayers, hand-held and mounted thermometers to include bus-mounted thermal scanners, disinfecting wipes, masks of all varieties, face shields for

SPED staff, disposable gowns, gloves, social distancing stickers, and plastic desk shields for all students and staff. USD 207 did not receive any SPARC \$'s and only \$45,723 in ESSER I non-SPED \$'s and \$21,825 in ESSER-SPED \$'s. USD 207 was able to keep the vast majority of our 1,540 students on-site in our classrooms for the 2020-2021 School Year due to our investment in COVID-19 supplies and materials, coupled with detailed COVID-19 processes and procedures, which the District paid for mostly from its own resources except for the ESSER I \$'s previously mentioned.

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.

Monthly filter changes for all buildings, an enhanced cleaning contract for after school hours cleaning of all school facilities, and continued maintenance of COVID supplies to include disposable face masks/shields with see through mouth for speech therapy, disposable hospital gowns for SPED staff for high needs SPED students, additional specialized cleaning supplies for classrooms, non-contact faucets for SPED classroom bathrooms, and HEPA vacuum filters for SPED classroom cleaning.

Hiring and maintaining approximately eight (8) Full Time COVID Substitute Teachers on staff to provide flexibility to provide classroom coverage for staff members on 10 or 14 day quarantines due to COVID-19 exposure.

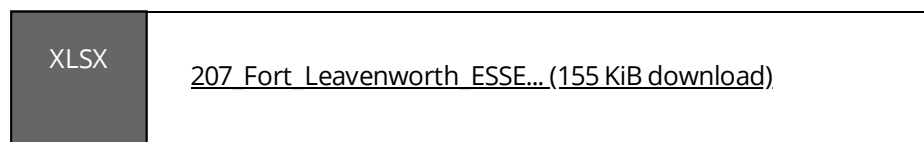
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Continued low rate of students and staff on quarantine out of the classroom for 10 or 14 day periods (depending upon exposure and/or test results). For those students not affected by classmates' quarantine/being out of the classroom, the Full Time COVID Substitute teachers will provide continuity of instruction which should maintain or improve State assessment scores.

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 | Rich Holden

Date | 05/02/2022

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

USD	District Name	Data as of
207	Ft Leavenworth	5/13/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
207-1-001-20220614	Eligible	Direct Allocation	Support Services (Students)	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	HVAC Filters - Having our HVAC contractor purchase higher MERV level HVAC filters to reduce the transmission of an airborne virus like COVID-19 in our schools and facilities, and increasing the filter change out period from every 6 months to bi-monthly.	\$ 60,324	\$ -	\$ 60,324	\$ -	\$ -	07 E 2100 730 0209 000	Approved at Dec 2021 SB.
207-1-002-20220614	Eligible	Direct Allocation	Operation of Buildings	Cleaning Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Cleaning Contract (for enhanced cleaning). Cost for additional cleaning (beyond the regular cleaning provided) - We are currently at 50% fill on our custodial staff (8 of 16 positions currently vacant), so we have hired contract custodial services to provide both basic custodial cleaning and enhanced cleaning to reduce the transmission of COVID-19 (additional disinfectant wipe downs of high touch surfaces in hallways, bathrooms, doors, and student desks).	\$ 46,531	\$ -	\$ 46,531	\$ -	\$ -	07 E 2610 420 0209 000	Approved at Dec 2021 SB.

207-1-003-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	COVID-19 maintenance supplies - Purchasing disinfectant wipes, hand sanitizer, and other disinfectant cleaning products to be used as part of our enhanced cleaning program to reduce the transmission of COVID-19.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	07 E 2600 600 0209 000	Approved at Dec 2021 SB.
207-1-004-20220614	Eligible	Direct Allocation	Support Services (Students)	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	COVID-19 PPE (face masks/shields, disposable gowns, etc) - Purchasing COVID-19 personal protective equipment (PPE) for our GenEd and SPED staff to include disposable and cloth face masks, face shields, disposable gloves, and disposable gowns to protect our staff.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	07 E 2100 730 0209 000	Approved at Dec 2021 SB.
207-2-001-20220614	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hiring and maintaining approximately eight (8) Full Time COVID Substitute Teachers on staff to provide flexibility to provide classroom coverage for staff members on 10 or 14 day quarantines due to COVID-19 exposure.	\$ 194,100	\$ -	\$ 194,100	\$ -	\$ -	07 E 1000 110 0209 000	New Line Item
207-2-002-20220614	Eligible	True Up Allocation	Operation & Maintenance of Plant	Supplies & Materials	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	COVID-19 maintenance supplies - Purchasing disinfectant wipes, hand sanitizer, and other disinfectant cleaning products to be used as part of our enhanced cleaning program to reduce the transmission of COVID-19.	\$ 6,441	\$ -	\$ 6,441	\$ -	\$ -	07 E 2600 600 0209 000	New Line Item

207-2-003-20220614	Eligible	True Up Allocation	Operation of Buildings	Cleaning Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Cleaning Contract (for enhanced cleaning). Cost for additional cleaning (beyond the regular cleaning provided) - We are currently at 25% fill on our custodial staff (8 of 16 positions currently vacant), so we have hired contract custodial services to provide both basic custodial cleaning and enhanced cleaning to reduce the transmission of COVID-19 (additional disinfectant wipe downs of high touch surfaces in hallways, bathrooms, doors, and student desks).	\$ 70,000	\$ -	\$ 70,000	\$ -	\$ -	07 E 2610 420 0209 000	New Line Item
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Kansas CommonApp (2020)

2905-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



YelkreNv

USD211_Norton_EsserII_Chang

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 | Norton Community Schools

Applicant / Mailing Address

| 105 E. Waverly St
| Norton, KS 67654

Applicant / First and Last Name of Owner, CEO, or Executive Director | Cynthia Walker

Applicant / Email Address of Owner, CEO, or Executive Director | cwalker@usd211.org

Applicant / Phone Number | 785-877-3386

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

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

Application details

Full District Name | NORTON COMMUNITY SCHOOLS

District Number | 211

Mailing Address | Street Address | 105 E. WAVERLY ST

Mailing | City | NORTON

Mailing Address | Zip Code | 67654

Authorized Representative of the District | Name | CYNTHIA WALKER

Authorized Representative of the District | Position or Title | TREASURER

Authorized Representative of the District | Email Address | cwalker@usd211.org

Authorized Representative of the District | Phone Number | +17858773386

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 staff and students are still diligently cleaning after each class period and ready for the next class. Our bus drivers are cleaning their buses every day after the students get off. Our maintenance workers are cleaning handles and rails quite frequently during the day. Wipes and sanitizers are available through out the district for the students and staff to use. We have noticed a higher need of emotional and social support for our students. Our Principals, Counselors, school secretaries, teachers and other staff have stepped up to the call for the extra help that is needed for these kids. We have had to order more paper supplies for the kitchen to use for various foods so only one hand touches the item. All silverware is wrapped so students only touch the set that is given to them.

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 help with our staff turnover from this past year, we are requesting a retaining pay of \$1000 for all full time district employees and \$500 for our part time employee for pay in June 2022. We have had several positions that we haven't been able to fill as our pool of potential employees are very slim. This pay is necessary given the increase job related duties that are taking place by our staff responding to the academic, social and emotional needs of our students. All employees have agreed to and are performing the extra duties required to make our district a safe learning place. These duties include but are not limited to: increased time and effort to provide academic support, social and emotional support, wellness support, safe transportation, the extra work our kitchen employees provide to feed the students in a short amount of time, extra communication with students and families due to illnesses, extra work with data analysis and targeted interventions, an increased development of resources to teach on line and the time and effort put out in order to keep our facility clean and safe. Meeting the individual needs of our students will be our number one priority. Retaining our quality staff members will increase our likelihood of ensuring all student loss is addressed. We are wanting to pay this out in our June 2022 payroll. We weren't able to utilize our professional development this year we had tagged for Esser II . We weren't able to match up presentation time with the presenters. Being short on subs, we weren't able to do all the instaff training on trauma like we hoped.

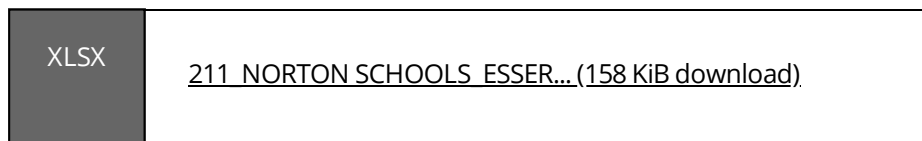
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

To provide a safe environment for our students to attend school and to be able to receive the social and emotional support by our trained staff. Being able to retain our current staff and not having a lot of turnover will help keep the consistent flow going. Too many changes or interruptions are hard on some of these kids. For some of these kids, the school is their safe, stable place to be. They are around people they see everyday and are able to get the help they need to succeed.

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 | CYNTHIA S. WALKER

Date | 04/14/2022

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

USD	District Name	Data as of
211	Norton Com	6/3/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
211-1-001-20220614	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Need another teacher to minimize class size in kdg, Enrollment for kdg has exceeded by 12% compared to past enrollments. This is a result of students being held out during the 2020-2021 school year.	\$ 47,000	\$ -	\$ 47,000	\$ -	\$ -	51-1000-111-00	Approved at the 12/14/2021 State Board Meeting
211-1-002-20220614	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Needing an Aide in 4th grade due to class size from 3 teachers to 2. CBM testing during the 2020-2021 school year has indicated a drop in achievement in reading and math. More students scoring in the yellow and red levels. AT Risk Tutor for 3rd & 4th grade is necessary for in school support and after school programs designed for 2021-2022 and 2022-2023 school year	\$ 53,500	\$ -	\$ 53,500	\$ -	\$ -	51-1000-121-00	Approved at the 12/14/2021 State Board Meeting
211-1-003-20220614	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Insurance	\$ 27,088	\$ -	\$ 27,088	\$ -	\$ -	51-1000-210-00	Approved at the 12/14/2021 State Board Meeting
211-1-004-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	social security deduction line	\$ 7,711	\$ -	\$ 7,711	\$ -	\$ -	51-1000-220-00	Approved at the 12/14/2021 State Board Meeting
211-1-005-20220614	Eligible	Direct Allocation	Instruction	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	unemployment deduction line	\$ 104	\$ -	\$ 104	\$ -	\$ -	51-1000-290-00	Approved at the 12/14/2021 State Board Meeting

211-1-006-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase of extra cleaning supplies to clean desks or rooms after each class period. Filters for the air purifiers	\$ 51,800	\$ -	\$ 26,800	\$ 25,000	\$ -	51-2600-610-00	Approved at the 12/14/2021 State Board Meeting
211-1-007-20220614	Eligible	Direct Allocation	Food Services Operations	General Supplies and Materials (includes computer software)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	paper products to put students grab and go meals in and the purchase of extra tongs to have one for each student as they go through the lunch line. Extra cleaning supplies to make easier and quicker to clean tables after each use.	\$ 7,389	\$ -	\$ 3,000	\$ 4,389	\$ -	51-3100-610-00	Change Request: Previously approved for \$1,500 SFY 2022 and SFY 2023
211-1-008-20220614	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	planning for, coordinating & implementing activities during long term closures. Will increase student learning by increasing student engagement.	\$ 21,050	\$ -	\$ 11,050	\$ 10,000	\$ -	51-1000-653-00	Approved at the 12/14/2021 State Board Meeting
211-1-009-20220614	Eligible	Direct Allocation	Support Services - Instruction	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Professional learning to train our staff on becoming trauma informed. The training would help our staff in working with students and parents who have been under tremendous stress from the pandemic. This covers reasoning, 3,4 & 10.	\$ 40,356	\$ -	\$ -	\$ 18,810	\$ 21,546	51-2200-330-00	Change Request: Previously approved for \$33,592 SFY 2022. Other two amounts did not change.
211-1-010-20220614	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	10. Providing mental health services and supports	increase student learning through increased student engagement and meeting the physical and emotional needs of the students.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	51-1000-111-00	Change Request: Previously approved for \$40,000 SFY 2022
211-1-011-20220614	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	10. Providing mental health services and supports	to cover the teacher while they are training other staff on the trauma	\$ 1,050	\$ -	\$ 1,050	\$ -	\$ -	51-1000-115-00	Approved at the 12/14/2021 State Board Meeting
211-1-012-20220614	Eligible	Direct Allocation	Instruction	Group Insurance	10. Providing mental health services and supports	0	\$ 6,772	\$ -	\$ 6,772	\$ -	\$ -	51-1000-210-00	Approved at the 12/14/2021 State Board Meeting

211-1-013-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	0	\$ 3,046	\$ -	\$ 3,046	\$ -	\$ -	51-1000-220-00	Approved at the 12/14/2021 State Board Meeting
211-1-014-20220614	Eligible	Direct Allocation	Instruction	Other Employee Benefits	10. Providing mental health services and supports	0	\$ 41	\$ -	\$ 41	\$ -	\$ -	51-1000-290-00	Approved at the 12/14/2021 State Board Meeting
211-1-015-20220614	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	10. Providing mental health services and supports	have 2 subs come in so our trained staff on trauma informed can update the staff on current information and have interaction with current student situations	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	51-1000-115-00	Approved at the 12/14/2021 State Board Meeting
211-1-016-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	0	\$ 371	\$ -	\$ 371	\$ -	\$ -	51-1000-220-00	Approved at the 12/14/2021 State Board Meeting
211-1-017-20220614	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	extra summer school teachers to cover the larger number of kids needing summer school to catch up on their learning.	\$ 8,036	\$ -	\$ 8,036	\$ -	\$ -	51-1000-111-00	Approved at the 12/14/2021 State Board Meeting
211-1-018-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	0	\$ 615	\$ -	\$ 615	\$ -	\$ -	51-1000-220-00	Approved at the 12/14/2021 State Board Meeting
211-1-019-20220614	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	0	\$ 8	\$ -	\$ 8	\$ -	\$ -	51-1000-290-00	Approved at the 12/14/2021 State Board Meeting
211-1-020-20220614	Eligible	Direct Allocation	Support Services (Students)	Overtime Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Nurse overtime for Covid tracking, testing and calling staff if they need to Quarantine.	\$ 8,820	\$ -	\$ 8,820	\$ -	\$ -	51-2100-126-00	Approved at the 12/14/2021 State Board Meeting

211-1-021-20220614	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Social security deduction line for Nurse Overtime for tracking, testing and calling staff.	\$ 675	\$ -	\$ 675	\$ -	\$ -	51-2100-220-00	Approved at the 12/14/2021 State Board Meeting
211-1-022-20220614	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	UNEMPLOYMENT deduction line for Nurse Overtime for tracking, testing and calling staff.	\$ 9	\$ -	\$ 9	\$ -	\$ -	51-2100-290-00	Approved at the 12/14/2021 State Board Meeting
211-1-023-20220614	Eligible	Direct Allocation	Instruction	Supplies & Materials	3. Providing principals and other school leaders with resources to address individual school needs	Purchasing supplies for the 4th kdg teacher so she has the same teaching material as our other kdg teachers. Had to add another teacher due to parents holding their kids back a year before starting school due to covid.	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	51-1000-600-03	Approved at the 12/14/2021 State Board Meeting
211-1-024-20220614	Eligible	Direct Allocation	Support Services - General Administration	Other Purchased Services	5. Procedures and systems to improve LEA preparedness and response efforts	purchase of communication software to communicate with parents, teachers and students	\$ 2,375	\$ -	\$ 2,375	\$ -	\$ -	51-2300-590-00	Approved at the 12/14/2021 State Board Meeting
211-1-025-20220614	Eligible	Direct Allocation	Central Services	Overtime Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	to cover the extra hours the Treasurer is doing to keep track of the Esser funds and reporting to the state and ordering of the extra supplies needed	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	51-2500-126-00	New Line Item
211-1-026-20220614	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line for treasurer overtime	\$ 230	\$ -	\$ 230	\$ -	\$ -	51-2500-220-00	New Line Item

211-1-027-20220614	Eligible	Direct Allocation	Central Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line for Treasurer Overtime	\$ 3	\$ -	\$ 3	\$ -	\$ -	51-2500-290-00	New Line Item
211-1-028-20220614	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	subs for our teachers who are off for Covid or Quaratine so the students don't have any interruptions in their learning	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	51-1000-115-00	Approved at the 12/14/2021 State Board Meeting
211-1-029-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	social security deduction line for subs	\$ 765	\$ -	\$ 765	\$ -	\$ -	51-1000-220-00	Approved at the 12/14/2021 State Board Meeting
211-1-030-20220614	Eligible	Direct Allocation	Instruction	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	unemployment deduction line for subs	\$ 10	\$ -	\$ 10	\$ -	\$ -	51-1000-290-00	Approved at the 12/14/2021 State Board Meeting
211-1-031-20220614	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain highly qualified staff to teach our children. Staff has had to go above and beyond their regular duties to help maintain our classrooms for students to attend in person.	\$ 47,500	\$ -	\$ 47,500	\$ -	\$ -	51-1000-111-00	New Line Item; Per CommonApp: \$1000 per full-time employee to be paid in June.
211-1-032-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain highly qualified staff to assist our children & teachers. Staff has had to go above and beyond their regular duties to help maintain our classrooms for students to attend in person.	\$ 7,000	\$ -	\$ 7,000	\$ -	\$ -	51-1000-120-00	New Line Item; Per CommonApp: \$1000 per full-time employee to be paid in June.
211-1-033-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social security line for certified & non-certified for above	\$ 4,170	\$ -	\$ 4,170	\$ -	\$ -	51-1000-220-00	New Line Item

211-1-034-20220614	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line for certified & non-certified for above	\$ 54	\$ -	\$ 54	\$ -	\$ -	51-1000-290-00	New Line Item
211-1-035-20220614	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain highly qualified staff to counsel and assist the students. Students have had more issues to deal with at home and school.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	51-2100-111-41	New Line Item; Per CommonApp: \$1000 per full-time employee to be paid in June.
211-1-036-20220614	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain highly qualified staff. Our nurse has had to do extra duties and line up extra workers to assist in checking the students every morning as they arrive at school. She has had extra paper work to do.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	51-2100-120-00	New Line Item; Per CommonApp: \$1000 per full-time employee to be paid in June.
211-1-037-20220614	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line	\$ 230	\$ -	\$ 230	\$ -	\$ -	51-2100-220-00	New Line Item
211-1-038-20220614	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 3	\$ -	\$ 3	\$ -	\$ -	51-2100-290-00	New Line Item
211-1-039-20220614	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain highly qualified staff to assist our children & teachers. Our technology director has had to find different software that would work for some of the classrooms and our librarian helping students find the materials that are needed for their reports.	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	51-2200-111-00	New Line Item; Per CommonApp: \$1000 per full-time employee to be paid in June.
211-1-040-20220614	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain highly qualified helpers in the library to help the Librarian with the extra work and cleaning the books everytime a student brings them back.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	51-2200-121-00	New Line Item; Per CommonApp: \$1000 per full-time employee to be paid in June.

211-1-041-20220614	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line	\$ 344	\$ -	\$ 344	\$ -	\$ -	51-2200-220-00	New Line Item
211-1-042-20220614	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 5	\$ -	\$ 5	\$ -	\$ -	51-2200-290-00	New Line Item
211-1-043-20220614	Eligible	Direct Allocation	Support Services - General Administration	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain highly qualified staff to head our district through all the requirements & Issues that are needed to protect the staff and students within our district.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	51-2300-111-00	New Line Item; Per CommonApp: \$1000 per full-time employee to be paid in June.
211-1-044-20220614	Eligible	Direct Allocation	Support Services - General Administration	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain trained staff who are highly qualified for their position and who goes beyond the scope of their job description to help staff so they concentrate on student issues.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	51-2300-121-00	New Line Item; Per CommonApp: \$1000 per full-time employee to be paid in June.
211-1-045-20220614	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	social security deduction line	\$ 153	\$ -	\$ 153	\$ -	\$ -	51-2300-220-00	New Line Item
211-1-046-20220614	Eligible	Direct Allocation	Support Services - General Administration	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 2	\$ -	\$ 2	\$ -	\$ -	51-2300-290-00	New Line Item
211-1-047-20220614	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	To retain highly qualified staff to lead their buildings in covid prevention so the students can be able to attend in person and feel safe.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	51-2400-110-00	New Line Item; Per CommonApp: \$1000 per full-time employee to be paid in June.

211-1-048-20220614	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	To retain staff who knows the students and are willing to go the extra mile to help the students who are trying to handle the covid related problems. The secretaries helps keep track of the students and line up their homework for them so someone can pick up.	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	51-2400-120-00	New Line Item; Per CommonApp: \$1000 per full-time employee to be paid in June.
211-1-049-20220614	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line	\$ 536	\$ -	\$ 536	\$ -	\$ -	51-2400-220-00	New Line Item
211-1-050-20220614	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 7	\$ -	\$ 7	\$ -	\$ -	51-2400-290-00	New Line Item
211-1-051-20220614	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line	\$ 77	\$ -	\$ 77	\$ -	\$ -	51-2500-220-00	New Line Item
211-1-052-20220614	Eligible	Direct Allocation	Central Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain highly qualified staff who is trained in the Esser reporting and who can keep track of the covid purchases so we can maintain a safe environment for the students to attend inclass schooling.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	51-2500-121-00	New Line Item; Per CommonApp: \$1000 per full-time employee to be paid in June.
211-1-053-20220614	Eligible	Direct Allocation	Central Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 2	\$ -	\$ 2	\$ -	\$ -	51-2500-290-00	New Line Item
211-1-054-20220614	Eligible	Direct Allocation	Operation of Buildings	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain qualified staff to maintain our school facilities to make sure they are thoroughly clean for the students to be able to attend classes inschool. Extra cleaning during the day is done for the protection.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	51-2610-121-00	New Line Item; Per CommonApp: \$1000 per full-time employee to be paid in June.

211-1-055-20220614	Eligible	Direct Allocation	Operation of Buildings	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line	\$ 77	\$ -	\$ 77	\$ -	\$ -	51-2610-220-00	New Line Item
211-1-056-20220614	Eligible	Direct Allocation	Operation of Buildings	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 2	\$ -	\$ 2	\$ -	\$ -	51-2610-290-00	New Line Item
211-1-057-20220614	Eligible	Direct Allocation	Maintenance of Buildings	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain qualified staff to maintain our school facilities to make sure they are thoroughly clean for the students to be able to attend classes inschool. Extra cleaning during the day is done for the protection.	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	51-2620-121-00	New Line Item; Per CommonApp: \$1000 per full-time employee to be paid in June.
211-1-058-20220614	Eligible	Direct Allocation	Maintenance of Buildings	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line	\$ 459	\$ -	\$ 459	\$ -	\$ -	51-2620-220-00	New Line Item
211-1-059-20220614	Eligible	Direct Allocation	Maintenance of Buildings	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 6	\$ -	\$ 6	\$ -	\$ -	51-2620-290-00	New Line Item
211-1-060-20220614	Eligible	Direct Allocation	Care and Upkeep of Grounds Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain qualified staff to maintain our school facilities to make sure they are thoroughly clean for the students to be able to attend classes inschool. Extra cleaning during the day is done for the protection.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	51-2630-121-00	New Line Item; Per CommonApp: \$1000 per full-time employee to be paid in June.

211-1-061-20220614	Eligible	Direct Allocation	Care and Upkeep of Grounds Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line	\$ 77	\$ -	\$ 77	\$ -	\$ -	51-2630-220-00	New Line Item
211-1-062-20220614	Eligible	Direct Allocation	Care and Upkeep of Grounds Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 2	\$ -	\$ 2	\$ -	\$ -	51-2630-290-00	New Line Item
211-1-063-20220614	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To retain qualified staff to drive and maintain our busses so students can attend inschool class and extra activities throughout the year. Buses are cleaned several times a day for students.	\$ 7,000	\$ -	\$ 7,000	\$ -	\$ -	51-2710-120-00	New Line Item; Per CommonApp: \$1000 per full-time employee to be paid in June.
211-1-064-20220614	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line	\$ 536	\$ -	\$ 536	\$ -	\$ -	51-2710-220-00	New Line Item
211-1-065-20220614	Eligible	Direct Allocation	Vehicle Operation	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 7	\$ -	\$ 7	\$ -	\$ -	51-2710-290-00	New Line Item
211-1-066-20220614	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	to retain highly qualified staff to prepare the food for the students and to wrap the silverware for each day and the extra preparation it takes to ensure the students can stay in school to attend classes. The extra cleaning the staff must do in between the different grade levels as they come in to eat.	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	51-3100-120-00	New Line Item; Per CommonApp: \$1000 per full-time employee to be paid in June.
211-1-067-20220614	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	social security deduction line	\$ 574	\$ -	\$ 574	\$ -	\$ -	51-3100-220-00	New Line Item

211-1-068-20220614	Eligible	Direct Allocation	Food Services Operations	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment deduction line	\$ 8	\$ -	\$ 8	\$ -	\$ -	51-3100-290-00	New Line Item
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Kansas CommonApp (2020)

3029-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



BrnXLxmm

237 Smith Center ESSER II Change

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 237 Smith Center

Applicant / Mailing Address

| 216 S. Jefferson St
| Smith Center, KS 66967

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dustin McEwen

Applicant / Email Address of Owner, CEO, or Executive Director | dmcewen@usd237.com

Applicant / Phone Number | 785-620-7675

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

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

Application details

Full District Name | Smith Center

District Number | 237

Mailing Address Street Address	216 S Jefferson St
Mailing City	Smith Center
Mailing Address Zip Code	66967
Authorized Representative of the District Name	Dustin McEwen
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	dmcewen@usd237.com
Authorized Representative of the District Phone Number	+17852826665
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	lrobinson@usd237.com
Other District Representative 2 Email Address	breinking@usd237.com

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

COVID-19 has impacted our district by learning loss through decreased personal contact with teachers and staff members. Students and staff were negatively impacted socially and emotionally due to social distancing, masking, and quarantine. We protected in-person instruction for most students, however quarantines and remote learning did have an impact throughout the 2020-2021 school year. The elementary school saw a decline in reading fluency in K-3 according to our NWEA map scores. In addition, we saw a decline in the number of students at level 3 & 4 on state assessments. The high school experienced a decline in our ACT scores with the 2020 scores falling below the state average for the first time since 2015. Results from the KCTC student surveys indicate that our students are struggling emotionally. There was approximately a 12% increase in students responding to feeling sad or hopeless in 2021 compared to 2020. Our students will continue to need trained staff who can provide additional support and resources in order to be proficient in all areas.

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.

USD 237 will use ESSER II Funds to help meet needs in a variety of areas. Staff, Technology, Curriculum, Sanitation, and HVAC needs. USD 237 will use ESSER II funds to retain highly qualified staff and classified staff. All staff members will be provided \$500 in premium pay in FY 22. It is imperative to retain our highly qualified staff and maintain our staffing level to ensure the academic, social, emotional, and physical needs of our students are met. Meeting the individual needs of our students will be our number one priority. Retaining our quality staff members will greatly increase our likelihood of ensuring all student learning loss is addressed. USD 237 will use \$39,000 of our ESSER II funds this year to ensure our staff members are paid at a level to ensure retention. USD 237 will also use funds to enable the district to maintain staff at a level to sanitize the facilities,

improve our internet capability, and improve our ability to meet the needs of our students (stipend for certified and hire a paraprofessional). 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. With the heightened concern of safety and sanitation we will need to address our physical environment. The district also has HVAC needs and to update the HVAC control module to have better control over the air quality in 17 areas of the elementary school. Addressing the HVAC needs will ensure a safe, learning environment for all students.

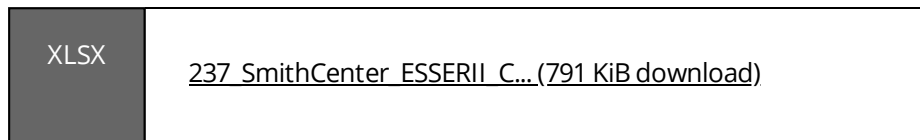
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 237 will determine the impact of allocated expenditures by continuing to track the data used to determine its specific needs in areas that include academics, staff retention, and safe facilities. Academic performance will primarily be measured using NWEA MAP growth data and AIMSweb assessment data, with supporting measures such as results from the Kansas Assessments and the ACT. Determination of social and emotional impacts will be evaluated through the Kansas Communities that Care survey, as well as anecdotal feedback from staff, students, and parents. Academic and social/emotional effects will also be reflected through monitoring of attendance data and graduation rates. We will diligently track and monitor the data above in hopes to see improvement in the academic and social emotional development of our students.

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 | Dustin McEwen

Date | 04/13/2022

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

USD	District Name	Data as of
237	Smith Centre	5/13/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
237-1-001-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST: Paid one less teacher--USD 237 certified staff (38) will be given \$500.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19	\$ 18,500	\$ -	\$ 18,500	\$ -	\$ -	06-12900	Change Request: Previously approved for \$19,000 SFY 2022. Per narrative, USD 237 will use ESSER II funds to retain highly qualified staff and classified staff. All staff members will be provided \$500 in premium pay in FY 22. It is imperative to retain our highly qualified staff and maintain our staffing level to ensure the academic, social, emotional, and physical needs of our students are met. Meeting the individual needs of our students will be our number one priority. Retaining our quality staff members will greatly increase our likelihood of ensuring all student learning loss is addressed. We would like to pay out the retention incentive on March 10, 2022.
237-1-002-20220614	Eligible	Direct Allocation	Counseling Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 237 counselors will be given \$500.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	06-14600	Approved at the 11/9/2022 State Board Meeting. See Row 001.
237-1-003-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: Paid one less para--\$500.00 as premium pay for paraprofessionals This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19	\$ 3,500	\$ -	\$ 3,500	\$ -	\$ -	06-13120	Change Request: Previously approved for \$4,000 SFY 2022. See Row 001.

237-1-004-20220614	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	USD 237 secretaries will be given \$500.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	06-13150	Approved at the 11/9/2022 State Board Meeting. See Row 001.
237-1-005-20220614	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	USD 237 regular bus drivers and transportation/mechanic department head will be given \$500.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	06-33200	Approved at the 11/9/2022 State Board Meeting. See Row 001.
237-1-006-20220614	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	USD 237 cooks and food service department head will be given \$500.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19	\$ 3,500	\$ -	\$ 3,500	\$ -	\$ -	24-45150	Approved at the 11/9/2022 State Board Meeting. See Row 001.
237-1-007-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	USD 237 custodians and maintenance department head will be given \$500.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	06-14750	Approved at the 11/9/2022 State Board Meeting. See Row 001.

237-1-008-20220614	Eligible	Direct Allocation	Office of the Principal Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	USD 237 administration will be given \$500.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	06-12150	Approved at the 11/9/2022 State Board Meeting. See Row 001.
237-1-009-20220614	Eligible	Direct Allocation	Board Secretary/Clerk Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 237 board clerk will be given \$500.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19	\$ 500	\$ -	\$ 500	\$ -	\$ -	06-12050	Approved at the 11/9/2022 State Board Meeting. See Row 001.
237-1-010-20220614	Eligible	Direct Allocation	Board Treasurer Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 237 treasurer will be given \$500.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19	\$ 500	\$ -	\$ 500	\$ -	\$ -	06-12100	Approved at the 11/9/2022 State Board Meeting. See Row 001.
237-1-011-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase supplies to allow for the district to clean and sanitize school facility to help reduce the spread of Covid-19	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	06-15950	Approved at the 11/9/2022 State Board Meeting. Per applicant, These are cleaning supplies and PPE in response to Covid. Purell Sanitizing Hand Wipes - used by every student any time they leave or enter a room or change locations; Sani cloth wipes - used on surfaces anytime a group of students leave a room; Purell hand sanitizer gel/touchless dispensers - used in lunchrooms and/or other school locations; Disinfectant spray - more being used than normal; Masks for students and staff - continue to replace and purchase; Latex gloves - more being used than normal; Plexi Glass for our building secretaries to help minimize exposure. Additional cleaning and hand washing also contributes to more general supplies being used than normal: paper towels, hand soap, spray bottles, mops, laundry, etc.

237-1-012-20220614	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: Purchase came in a little under budget--Purchase additional 30 I-Pads for the grade school and the high school to reduce sharing of devices ad loss of instructional time due to sanitation of devices from COVID-19.	\$ 10,167	\$ -	\$ 10,167	\$ -	\$ -	08-18700	Change Request: Previously approved for \$10,200 SFY 2022. Per narrative, COVID-19 has impacted our district by learning loss through decreased personal contact with teachers and staff members. We protected in-person instruction for most students, however quarantines and remote learning did have an impact throughout the 2020-2021 school year. The elementary school saw a decline in reading fluency in K-3 according to our NWEA map scores. In addition, we saw a decline in the number of students at level 3 & 4 on state assessments. The high school experienced a decline in our ACT scores with the 2020 scores falling below the state average for the first time since 2015. We protected in-person instruction for most students, however quarantines and remote learning did have an impact throughout the 2020-2021 school year. 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.
237-1-013-20220614	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST: Initially we were just estimating the expense, the improvement expenses for the high school were higher than anticipated--Improvement of internet capabilities a the high school to allow for better and faster connectivity for learning and overcoming learning loss-access points and wiring	\$ 11,716	\$ -	\$ 11,716	\$ -	\$ -	08-18850	Change Request: Previously approved for \$6,000 SFY 2022. See Row 26. Per applicant, 48 Access points one for each room at the high school: The access points will help with capacity and speed for more students to be able to be on the internet. Current we are experiencing delays or the inability to have multiple classes utilizing the internet because of the limitation of our access points. We will also need to purchase two switches to handle the new access in our main server room.
237-1-014-20220614	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: The cost per unit went up as the model was discontinued increase to expenditure of \$3,354...To upgrade classroom technology for students. 80 chromebooks, that are needed to be prepared for remote learning and also to help with the learning gap caused by the pandemic. We need reliable technology in the hands of our students.	\$ 27,354	\$ -	\$ 27,354	\$ -	\$ -	08-18700	Change Request: Previously approved for \$24,000 SFY 2022. See Rows 012 and 013.

237-1-015-20220614	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST: More time has been necessary than we estimated: IT Pay for additional time to upgrade internet-wires, hotspots, chromebooks, tvs etc.	\$ 14,052	\$ -	\$ 14,052	\$ -	\$ -	08-18600	Change Request: Previously approved for \$12,000 SFY 2022. See Rows 012 and 013.
237-1-016-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	CHANGE REQUEST: Price went up on the tables--Purchase of three additional lunch room tables at grade school to allow for additional social distancing during the lunch period (3 @ 1424.75 + shipping)	\$ 4,930	\$ -	\$ 4,930	\$ -	\$ -	16-20700	Change Request: Previously approved for \$4.870 SFY 2022
237-1-017-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: Add a second year FY 23 for the previous approved extra hours for the part-time math teachers hours--Extended two hours to part-time math teacher's teaching time to lower class size and aide with learning loss	\$ 24,000	\$ -	\$ 12,000	\$ 12,000	\$ -	06-12900	Change Request: Previously approved for \$12,000 SFY 2022
237-1-018-20220614	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: Over estimated the price of the curriculum--Purchase of Financial Literacy curriculum with an online component for materials and instruction for online learning	\$ 1,100	\$ -	\$ 1,100	\$ -	\$ -	56-53050	Change Request: Previously approved for \$1,400 SFY 2022. Per applicant, Real World Math is what the course is called on our master schedule and this request has an online component which enhances the existing curriculum. The teacher specifically requested this curriculum because of the challenges to teach the course when we were remote due to Covid. The students experience learning loss because we did not provide them a curriculum that was readily accessible on-line with the enhancements we could have had if we had this curriculum. If "Covid" was not in our vernacular most likely the teacher would not have approached us feeling she needed the enhancement.

237-1-019-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Due to budget reduction we were not in a financial position to rehire a vacated custodial staff position. Not rehiring would have added additional duties on the remaining staff and significantly reduced our ability to clean and sanizie the facility. We made to decision to rehire the position with auspicion that the hire would be allowed as allowable expenditure	\$ 52,000	\$ -	\$ 26,000	\$ 26,000	\$ -	06-15050	Approved at the 11/9/2022 State Board Meeting. Per narrative, With the heightened concern of safety and sanitation we will need to address our physical environment.
237-1-020-20220614	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	ADD NEW: Wages for substitutes due to teacher absences because of Covid related quarantines and illness. The district has seen an increased substitute costs .The substitutes were necessary to keep the school open for in person learning.	\$ 18,491	\$ -	\$ 18,491	\$ -	\$ -	06-12900	New line item
237-1-021-20220614	Eligible	Direct Allocation	Instruction	Temporary Salaries for Non-Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	ADD NEW: Wages for classified substitutes due to classified staff absences because of Covid related quarantines and illness. The district has seen an increased substitute costs .The substitutes were necessary to keep the school open for in person learning.	\$ 219	\$ -	\$ 219	\$ -	\$ -	06-13090	New line item
237-1-022-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	ADD NEW: Hire 1 paraprofession to work with students in small groups for math and reading interventions. District wide Math state assessment data indicate our free and reduced lunch subgroup has a higher percentage of students in levels 1 and 2 (84.94%) in 2020-2021 compared to (71.56%) in 2019. District wide ELA state assessment data indicate our free and reduced lunch subgroup has a higher percentage of students in levels 1 and 2 (60.21%) in 2020-2021 compared to (53.39%) in 2019.	\$ 24,000	\$ -	\$ 12,000	\$ 12,000	\$ -	013-19120	New line item
237-1-023-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	ADD NEW: Paid a staff member to provide before school tutoring to help reduce learning loss	\$ 705	\$ -	\$ 705	\$ -	\$ -	06-13050	New line item

237-1-024-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	ADD NEW: Paid a staff member to provide evening after school tutoring/labs for students to receive additional help to reduce learning loss	\$ 810	\$ -	\$ 810	\$ -	\$ -	08-18600	New line item
237-1-025-20220614	Eligible	Direct Allocation	Instruction	Miscellaneous Supplies	12. Addressing learning loss among students, including vulnerable populations	ADD NEW: Smith Center ACT scores fell below the state average for the 1st time since 2015 so we enrolled students in a ACT prep class to help prepare them for the upcoming ACT. **Smith Center had been above the state average until the 2020 scores. Our concern is because of the lack of in person instruction during the Spring of 2019 and changes required during the 2020-2021 because of Covid-19, we will continue to see our scores suffer for the current group of students. This ACT instructional class/tutoring time will hopefully help the current juniors overcome learning gaps created by Covid-19 and return scores above state average.	\$ 340	\$ -	\$ 340	\$ -	\$ -	06-14400	New line item: 4/27/22: Please provide a narrative on how this strategy will address a COVID-19 need.
237-1-026-20220614	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	ADD NEW: Seesaw Learning Subscription: Provide additional learning interventions for students and teaching tools for teachers. This program allows teachers to upload information to aid parents in helping their students with homework. It helps our students catch up academically, both from home and while in school by increasing the communication with parents. **This helps address a need we found during the height of the Covid 19. We need to be able to facilitate communication with parents in remote settings especially for our elementary students. The JR/SR high school was able to use the google classroom platform, the elementary utilized Seesaw. It continues to be a benefit as we work to close the learning gaps by keeping the lines of communication open with parents. As we start to gain a better idea of where students are educationally post pandemic, effective parent communication and student access to instructional materials will be more important than ever. SeeSaw also bridges the gap instructionally for students when on quarantine.	\$ 2,860	\$ -	\$ 1,430	\$ 1,430	\$ -	13-19265	New line item: 4/27/22: Please provide a narrative on how this strategy will address a COVID-19 need.

237-1-027-20220614	Eligible	Direct Allocation	Support Services - Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	ADD NEW: Reading Counts Subscription to help student overcome learning loss in reading created by the pandemic	\$ 1,800	\$ -	\$ 1,800	\$ -	\$ -	08-18700	New line item
237-1-028-20220614	Eligible	Direct Allocation	Support Services - Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	ADD NEW: Educational program fee for Xello to identify gaps and close those gaps with specific, targeted strategies in LEA students.	\$ 3,600	\$ -	\$ 1,800	\$ 1,800	\$ -	08-18700	New line item
237-1-029-20220614	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	ADD NEW: Testing to Identify Learning gaps created by Pandemic NWEA MAPS TESTING	\$ 6,405	\$ -	\$ 6,405	\$ -	\$ -	08-18850	New line item
237-1-030-20220614	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	ADD NEW: Purchas of myIGDA Testing to Identify Learning gaps created by Pandemic	\$ 1,579	\$ -	\$ 790	\$ 790	\$ -	94-94650	New line item
237-1-031-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	ADD NEW:FICA for Retention Pay for staff	\$ 2,907	\$ -	\$ 2,907	\$ -	\$ -	06-16270	New line item

237-1-032-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	ADD NEW: Unemployment for Retention Pay for staff	\$ 38	\$ -	\$ 38	\$ -	\$ -	06-16370	New line item
237-1-033-20220614	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	ADD NEW: Greenbush School Improvement Services – Due to existing and expected learning loss, the district will need to provide professional development for certified and classified staff members for 7-12 MTSS, for Fastbridge testing and implementation, for social-emotional supports, and in other areas. The training will be used to address strategies and content areas shown as needs based on assessment data. The Greenbush Educational Service Center will work with us to meet these needs throughout the school year and will be offered in addition to our typical program usage.	\$ 4,000	\$ -	\$ -	\$ 2,000	\$ 2,000	08-18850	New line item
237-1-034-20220614	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	ADD NEW: Greenbush Administrative Services - Consortium fees to provide professional development and support for administrators on leading during a pandemic and address learning loss, mental health for staff and students, and communication with all stakeholders. The program provides support of the superintendent and building principals with weekly meetings that address COVIDrelated concerns and helping ALL students succeed during this trying time.	\$ 2,900	\$ -	\$ -	\$ 1,450	\$ 1,450	08-18850	New line item
237-1-035-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	ADD NEW: Custodian FICA--custodian we rehired to allow adequate cleaning of school facilities	\$ 3,975	\$ -	\$ 1,988	\$ 1,988	\$ -	06-16240	New line item

237-1-036-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	ADD NEW: Custodian Workman's Comp--custodian rehired to allow adequate cleaning of school facilities	\$ 1,710	\$ -	\$ 855	\$ 855	\$ -	06-16330	New line item
237-1-037-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	ADD NEW: Custodian Unemployment-custodian we rehired to allow adequate cleaning of school facilities	\$ 52	\$ -	\$ 26	\$ 26	\$ -	06-16380	New line item
237-1-038-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	ADD NEW: FICA for additional hours of part-time math teacher approved above	\$ 1,836	\$ -	\$ 918	\$ 918	\$ -	06-16270	New line item
237-1-039-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	ADD NEW: Unemployment for additional hours of part-time math teacher approved above	\$ 24	\$ -	\$ 12	\$ 12	\$ -	06-16370	New line item
237-1-040-20220614	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	ADD NEW: Workman's Compfor additional hours of part-time math teacher approved above	\$ 54	\$ -	\$ 54	\$ 54	\$ -	06-16320	New line item

237-1-041-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	ADD NEW: Partial FICA for IT salary that was approved above	\$ 528	\$ -	\$ 528	\$ -	\$ -	06-16270	New line item
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Kansas CommonApp (2020)

3110-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



GBMGXMDa

263_Mulvane_ESSER II Plan_0512 (copy)

Applicant details

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 263 Mulvane

Applicant / Mailing Address

628 E Mulvane
PO Box 130
Mulvane, KS 67110

**Applicant / First and Last Name of
Owner, CEO, or Executive Director** | Dr. Jay Ensley

**Applicant / Email Address of Owner,
CEO, or Executive Director** | jensley@usd263.org

Applicant / Phone Number | 316-777-1102

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) | 48-6006243

**Applicant / Website Address (if
applicable)** | USD263.com

Fiscal Agent / Name (if applicable) | Carolyn Young

Fiscal Agent / Email (if applicable) | cyoung@usd263.org

Fiscal Agent / Mailing Address (if applicable)

628 E. Mulvane Street
PO Box 130
Mulvane KS 67110

Application details

Full District Name | Unied School District No 263

District Number | 263

Mailing Address | Street Address | 628 E. Mulvane Street

Mailing | City | PO Box 130

Mailing Address | Zip Code | 67110

Authorized Representative of the District | Name | Dr. Jay Ensley

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | jensley@usd263.org

Authorized Representative of the District | Phone Number | +13167771102

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

Other District Representative 1 | Email Address | rgreer@usd263.org

Other District Representative 2 | Email Address | cyoung@usd263.org

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

COVID19 has required our district to adjust nearly every aspect of what it means to be "in school". This year, our students participated in a hybrid learning model (halftime on-site and half-time remote) for the 1st, 2nd, and 3rd 9 weeks. Then, transitioned to full-time on-site for the final 9 weeks.

During the Hybrid and Remote Learning modes, our academic achievement data has shown a decline in some places, particularly in early reading skills for grades K-1st - impacting approximately 250 students. Overall Reading and Math scores

for grades 3-9 have shown some increases and some decreases, yet, have held steady showing no significant loss or gain. Finally, we have also observed an escalation of severe behavior for students with family distress or mental health concerns at all grade levels – specifically impacting 40-50 students. We have also seen an escalation in emotional responses from parents and community members, particularly regarding leadership decisions.

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.

A summer learning program, Wildcat University, will be available to any currently enrolled student. Students who choose to attend will receive 3 hours of individualized instruction in reading and math based on FASTBridge data. Wildcat University will be 4 days/week for 4 weeks and class sizes will be at 15 students or less.

Early reading scores will be addressed through additional staff and specialized training. Adding a 1st-grade teacher will decrease the class size to better address Tier 2 interventions. Over 50% of our incoming 1st-grade students are performing below the benchmark, so Tier 2 interventions will need to be done by the regular education teacher. In addition, all teachers in grades K-3 will receive 5 days of Pathways training. A core group of teacher-leaders in grades K-3 have attended LETRS training and will provide support to their respective grade levels. We plan to purchase the 95% group and 6-minute solution for a tier 2 curriculum intervention resource. We also plan to add a Special Education case manager for Primary school (grades K-2) to answer the additional needs observed from the last year being hybrid and remote the majority of the time.

The escalation in the severity of behavior will be addressed through additional staff and specialized training. Adding a social worker for the High School will eliminate sharing this service between buildings, and address the increased social-emotional needs at the secondary level over the last year. In addition, we will contract with Capturing Kids Hearts for year 1 implementation to better equip all staff with specific strategies to build positive relationships and facilitate a positive culture. We believe this will help reset our schools as everyone comes back together full time in the fall.

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

Our district will continue to assess academic and behavior data each Fall, Winter, & Spring using FASTBridge assessments and curriculum-based measures. In addition, we will review ACT & ACT WorkKeys and KCTC survey data. We will also review KSDE quantitative data for Kansas Assessments, Graduation Rate, and Post-Secondary Success. Adjustments to our KESA goals will be made by our District and Building Leadership Teams as we review this data to ensure we continue implementing strategies that meet the needs of our students.

Notes on ESSER II application Excel template:

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

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

XLSX

[263 Mulvane ESSER II 0512...\(788 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

Certification

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

Electronic Signature | Jay M. Ensley

Date | 05/12/2021

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

USD	District Name	Data as of
263	Mulvane	5/13/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
263-1-001-20220614	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	Wildcat University Summer Learning Program for Grades K-12 to address learning loss in reading and math. Instruction will be based on FASTbridge data. Budgeted expenditures include: Salaries for teachers, admin, nurse, speech-language pathologist, paras, and bus drivers.	\$ 150,000	\$ 150,000	\$ -	\$ -	\$ -	93 E 1000 110	Approved at 6/9/2021 SB.
263-1-002-20220614	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	95% Group, Pathways, & LETRS curriculum materials and summer professional learning for teachers to use effectively. This curriculum will provide additional resources for general education teachers to provide Tier 2 reading support.	\$ 48,650	\$ 48,650	\$ -	\$ -	\$ -	93 E 1000 644	Approved at 6/9/2021 SB.
263-1-003-20220614	Eligible	Direct Allocation	Instructional Staff Training Services	Professional - Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Leadership Training - During COVID19, we have seen a significant increase in emotional communication from all stakeholders. This summer, district and building admin will complete 12 professional learning 4 hour sessions to cover the Process Communication Model & Leading out of Drama courses. This will be provided by Next Element consulting in Newton, KS.	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	93 E 2213 320	Approved at 6/9/2021 SB.
263-1-004-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	FASTBridge assessment system for reading, math, and SEL.	\$ 13,100	\$ 13,100	\$ -	\$ -	\$ -	93 E 1000 610	Approved at 6/9/2021 SB.

263-1-005-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	IXL for all students grades K-8 to combines curriculum, a continuous diagnostic, individual guidance, and real-time analytics to help teachers differentiate instruction for each of their students	\$ 39,000	\$ 39,000	\$ -	\$ -	\$ -	93 E 1000 610	Approved at 6/9/2021 SB.
263-1-006-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Edgenuity & MyPath for students grades 9-12 to provide students with age-appropriate, online instruction and give teachers the ability to monitor academic progress during remote learning or recovering from learning loss.	\$ 29,000	\$ 29,000	\$ -	\$ -	\$ -	93 E 1000 610	Approved at 6/9/2021 SB.
263-1-007-20220614	Eligible	Direct Allocation	Central Services	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Additional Tech Paras to implement & support additional student devices added during COVID 19 remote & hybrid learning modes.	\$ 63,000	\$ 63,000	\$ -	\$ -	\$ -	93 E 2500 120	Approved at 6/9/2021 SB.
263-1-008-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Securly software - parent access for home monitoring of student devices during COVID 19 remote & hybrid learning modes	\$ 39,000	\$ 39,000	\$ -	\$ -	\$ -	93 E 1000 110	Approved at 6/9/2021 SB.
263-1-009-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	1 Additional Special Education teacher for grades K-2. Following remote & hybrid learning, we have seen an increased need for student academic and behavior supports in early grades. The additional teacher will serve students with IEPs in reading, math, and SEL skill development.	\$ 65,000	\$ 65,000	\$ -	\$ -	\$ -	93 E 1000 110	Approved at 6/9/2021 SB.

263-1-010-20220614	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional Social Worker is needed at Mulvane High School to assist students and families with resources & counseling support. Due to COVID19, we have seen an increase in mental health concerns for students and families, especially those who were already in some type of distress.	\$ 62,800	\$ 62,800	\$ -	\$ -	\$ -	93 E 2110 110	Approved at 6/9/2021 SB.
263-1-011-20220614	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payment for additional staff duties resulting from COVID19 scheduling - teacher plan times used for working with students.	\$ 6,100	\$ 6,100	\$ -	\$ -	\$ -	93 E 1000 110	Approved at 6/9/2021 SB. Per clarification email from district: Since March 29, 2021, we have transitioned from a Hybrid Learning Mode to nearly all being in a Full-day On-site Learning Mode. From this transition, beginning on 3/29/21, we have been using 3 teachers to teach (additional staff duties) during their plan period, to help cover classes and students through 5/26/21. Therefore, this would be a request for reimbursement for past expenses.
263-1-012-20220614	Eligible	Direct Allocation	Instructional Staff Training Services	Professional - Education Services	10. Providing mental health services and supports	Capturing Kids Hearts- We would like to implement a system-wide Tier 1 support for SEL. After remote & hybrid learning due to COVID19, we have seen an increase in emotional responses during communication and student escalated behavior. Budget includes Capturing Kids Hearts initial 2 day training for all district staff and coaching support for implementation.	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	93 E 2213 320	Approved at 6/9/2021 SB.
263-1-013-20220614	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Additional Special Education paras for the primary school. Following remote & hybrid learning, we have seen an increased need for student academic and behavior supports in early grades. The para will serve students with IEPs in reading, math, and SEL skill development.	\$ 38,000	\$ 38,000	\$ -	\$ -	\$ -	93 E 1000 110	Approved at 6/9/2021 SB.

263-1-014-20220614	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payment for additional staff duties resulting from COVID19 health protocols, mitigating the spread of virus.	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	93 E 1000 110	Approved at 6/9/2021 SB. Per clarification email from district: This school year we have used classified staff for additional staff duties and additional time worked before and after school, for temp checks, mask checks, at multiple entrances. This was funded by ESSER 1 until it was exhausted on November 29, 2020. The amount listed is a request for reimbursement for past expenses, for the additional staff duties from 11/29/20 through 5/26/21.
263-1-015-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Band instrument mouthpieces to prevent the spread of virus.	\$ 1,120	\$ 1,120	\$ -	\$ -	\$ -	93 E 1000 610	Approved at 6/9/2021 SB.
263-1-016-20220614	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Corwin Press Daily Routine to Jumpstart Math for grades K-8. Curriculum materials for teachers to use as an additional resource for general education Math support.	\$ 550	\$ 550	\$ -	\$ -	\$ -	93 E 1000 644	Approved at 6/9/2021 SB.
263-1-017-20220614	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Six Minute Solution - Reading Fluency curriculum and materials for teachers to use effectively. This curriculum will provide additional resources for general education teachers to provide Tier 2 reading support.	\$ 1,155	\$ 1,155	\$ -	\$ -	\$ -	93 E 1000 644	Approved at 6/9/2021 SB.
263-1-018-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Summer Program materials - Notebooks for organizing and planning for individualized plans of study to address individual student needs.	\$ 1,005	\$ 1,005	\$ -	\$ -	\$ -	93 E 1000 610	Approved at 6/9/2021 SB.

263-1-019-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	1 Additional 1st grade teacher -- FASTBridge early reading data indicates a significant loss (fall 2020 - winter 2021) for incoming 1st grade students. We have approx. 50% of students below benchmark, indicating a need for tiered supports within the general education classroom. An additional 1st grade teacher will reduce class size and assist in providing tier 1 supports.	\$ 62,800	\$ 62,800	\$ -	\$ -	\$ -	93 E 1000 110	Approved at 6/9/2021 SB.
263-1-020-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Request Salaries to finish paying new teachers contract. We hired an additional 1st grade teacher to help reduce class size and assist with Tier I support.	\$ 1,366	\$ 1,366	\$ -	\$ -	\$ -	93 E 1000 110	New Request

Kansas CommonApp (2020)

3126-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



JvjnqLEb

270_Plainville_ESSERII_ChangeC

Applicant details

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Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 270 Plainville

Applicant / Mailing Address

| 203 SE Cardinal Ave.
| Plainville, KS 67663

Applicant / First and Last Name of Owner, CEO, or Executive Director | Lisa Gehring

Applicant / Email Address of Owner, CEO, or Executive Director | lgehring@plainville270.net

Applicant / Phone Number | 7854344678

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

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

Application details

Full District Name | Plainville

District Number | 270

Mailing Address | Street Address | 203 SE Cardinal Ave.

Mailing | City | Plainville

Mailing Address | Zip Code | 67663

Authorized Representative of the District | Name | Lisa Gehring

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | lgehring@plainville270.net

Authorized Representative of the District | Phone Number | +17854344678

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

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

USD 270 has felt the impact of COVID-19. To address the needs of our students, we have added classroom teachers to reduce the number of students in a classroom, which allows for a smaller student to teacher ratio. In addition, we are offering Summer Academy to our students this summer.

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

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

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

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

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

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

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

Planning for, coordinating, and implementing 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.

USD 270 added additional teachers in an effort to reduce class sizes so we could better address the needs of our students due to COVID-19. In addition, we are offering Summer Academies for our students.

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

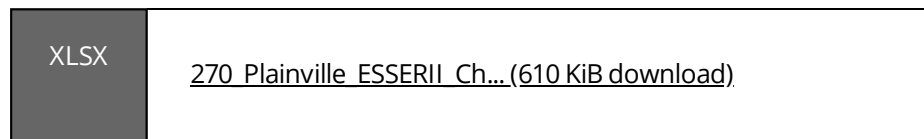
USD 270 will use our local assessments to determine the impact our Summer Academies and smaller class sizes had on our students.

Notes on ESSER II application Excel template:

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

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

Certification

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

Electronic Signature | Lisa Gehring

Date | 05/23/2022

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

USD	District Name	Data as of
270	Plainville	5/27/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
270-1-001-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hazard Pay for Classified Staff performing hazardous duties during COVID-19.	\$ 13,958	\$ 13,958	\$ -	\$ -	\$ -	4205	Approved at the 11/9/2021 State Board Meeting
270-1-002-20220614	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	Food Service Director's additional duties due to COVID-19.	\$ 16,014	\$ 11,014	\$ 5,000	\$ -	\$ -	4205	Change Request: Previously approved for \$11,014 SFY 2021
270-1-003-20220614	Eligible	Direct Allocation	Food Services Operations	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional work for cafeteria supervision due to COVID-19.	\$ 14,775	\$ 14,775	\$ -	\$ -	\$ -	4205	Approved at the 11/9/2021 State Board Meeting
270-1-004-20220614	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies to use during Summer Academy to address deficit of social and emotional learning due to COVID-19.	\$ 775	\$ 475	\$ 300	\$ -	\$ -	4204	Change Request: Previously approved for \$475 SFY 2021, \$1,500 SFY 2022, \$1,500 SFY 2023, \$1,500 SFY 2024,
270-1-005-20220614	Eligible	Direct Allocation	Instruction	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	Supplemental learning tool to close the gap for students as a result of COVID-19.	\$ 20,045	\$ 20,045	\$ -	\$ -	\$ -	4102	Change Request: Previously approved for \$19,500 SFY 2021
270-1-006-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries for staff involved with summer learning program offered to students to address deficit of social and emotional learning due to COVID-19.	\$ 26,110	\$ 13,110	\$ 13,000	\$ -	\$ -	4205	Change Request: Previously approved for \$13,110 SFY 2021, \$13,500 SFY 2022, \$13,500 SFY 2023, \$13,500 SFY 2024. See line 004

270-1-007-20220614	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Technology purchases needed to address potential distance learning concerns due to the pandemic.	\$ 31,963	\$ -	\$ 31,963	\$ -	\$ -	4212	Approved at the 11/9/2021 State Board Meeting
270-1-008-20220614	Eligible	Direct Allocation	Instruction	Supplies & Materials	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Washable furniture for library so librarian may disinfect between classes. Furniture to allow social distancing to be practiced.	\$ 3,673	\$ -	\$ 3,673	\$ -	\$ -	4204	Change Request: Previously approved for \$1,930 SFY 2022
270-1-009-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Reduce class sizes to offer opportunities to address learning loss.	\$ 56,318	\$ -	\$ 56,318	\$ -	\$ -	4205	Change Request: Previously approved for \$36,178 SFY 2022
270-1-010-20220614	Eligible	Direct Allocation	0	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Supplies to disinfect and sanitize in all areas of the building.	\$ 2,532	\$ -	\$ 2,532	\$ -	\$ -	0	New Line Item
270-1-011-20220614	Eligible	Direct Allocation	Instruction	Supplies & Materials	3. Providing principals and other school leaders with resources to address individual school needs	The poster maker allows administrators, teachers, and students to create large, colorful posters to address COVID procedures and social emotional reminders.	\$ 1,739	\$ -	\$ 1,739	\$ -	\$ -	4212	New Line Item



Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Chase County

Applicant / Mailing Address

| PO Box 569
| Cottonwood Falls, KS 66845

Applicant / First and Last Name of Owner, CEO, or Executive Director | Glenna Grinstead

Applicant / Email Address of Owner, CEO, or Executive Director | grinsteadg@usd284.org

Applicant / Phone Number | 6202736303

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

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

Application details

Full District Name | Chase County

District Number | 284

Mailing Address | Street Address | PO Box 569, 219 Broadway

Mailing | City | Cottonwood Falls

Mailing Address | Zip Code | 66845

Authorized Representative of the District | Name | Glenna Grinstead

Authorized Representative of the District | Superintendent
Position or Title

Authorized Representative of the District | grinsteadg@usd284.org
Email Address

Authorized Representative of the District | +16202736303
Phone Number

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

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

COVID impacted our students, staff, and the district in a variety of ways. After initially closing during the Spring of 2020, the district made the decision to be in-person during the 2020-21 school year. The impact on student learning was not marked since we only missed mid-March to May 2020. We have some classes, particularly in the lower elementary grades, where we are seeing some learning loss. The impact on lower achieving and SPED students was the greatest according to Easy CBM testing at the K-6 level.

The emotional impact on students and staff is also obvious. Staff struggled with additional duties, requirements, and their own emotional issues. Students struggled emotionally, and, as a result, the staff, particularly the administration and social worker, dealt with more emotional issues including self-abuse and suicide. The emotional impact on the junior high and high school students became more obvious this last year and this school year as they worked to adjust to the new norm. Kansas Communities that Care survey results showed that 39.58% felt sad/hopeless for two weeks or more, 9.3% had thought about killing themselves, and 8.7% had a plan to kill themselves.

The district used a combination of district funding, SPARK funds from the County and ESSER I money to cover the increased costs associated with COVID. We spent substantial money on indoor air quality, PPE equipment, staffing costs, and in technology. The district will also see the impact in the future as parents moved to home schooling.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The district has specific goals for the usage of the ESSER II funding:

Learning Loss - To address this area, especially at the elementary, a new teacher has been hired to keep the class sizes small.

Social-emotional Learning - To address this area, particularly at the junior high/high school levels, a student support services staff member has been hired. She will work with PReK-12 students along with our social worker, but she will mainly focus on the junior high/high school students, working to help with any issues and to be more proactive rather than reactive with issues.

Professional development - We will be working with the educational service center Greenbush for staff and administration professional development in the areas of 7-12 MTSS programs to address learning loss, of FastBridge testing for K-12, and with trauma-informed practices. Administrators will also work to develop communication skills, to support staff members and students, and to deal with the changing COVID world.

Staff - The district plans to support all staff for the additional work they will be completing in the 2021-22 school year and to aid in staff retention.

Technology - Although we already had a 1:1 initiative with PreK-12 students, the district used SPARK money and district money to provide updated technology to the 7-12, PreK, and Kindergarten students. All students now have updated equipment, leaving the staff with the outdated equipment. We plan to update the teacher equipment.

Furniture - With the addition of the new classroom and with more social distancing, we have learned that we need additional desks and furniture for the classrooms to aid in social distancing.

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

The district will use data collected through a variety of assessments. We will be assessing learning and social-emotional behavior using FastBridge for K-12 students. Additionally, we will monitor local assessments and grades. We will continue to monitor and collect social-emotional data through incident reporting and feedback from the social worker and student support staff. Staff feedback after professional days and about needed professional development topics will also be used. Finally, we will use feedback from school climate surveys.

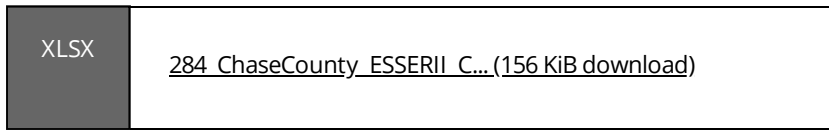
Notes on ESSER II application Excel template:

- 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

| Glenna Grinstead

Date

| 02/01/2022

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

USD	District Name	Data as of
284	Chase County	6/3/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
284-1-001-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Teacher Salary - The district has added a certified teaching position to lower class sizes for COVID-related safety (smaller cohort and increased physical spacing) and to address learning loss with the third grade with lower achieving students and SPED students.	\$ 40,050	\$ 40,050	\$ -	\$ -	\$ -	26002	Approved at the 9/14/2021 State Board Meeting
284-1-002-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payroll Taxes - SS/MC taxes associated with pay of the additional certified teaching position to lower class sizes for COVID-related safety and to address learning loss in the third grade.	\$ 3,063	\$ 3,063	\$ -	\$ -	\$ -	26021	Approved at the 9/14/2021 State Board Meeting
284-1-003-20220614	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	10. Providing mental health services and supports	Student Support Services Salary - The district has hired a student support services person to provide additional social and emotional health services and supports due to social-emotional issues that have arisen due to COVID (suicide, self-harm, abuse, depression, etc) at the 7-12 level. This person will work with other personnel to provide support or to provide group services for K-6 as needed.	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	26018	Approved at the 9/14/2021 State Board Meeting
284-1-004-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	Payroll Taxes - SS/MC taxes associated with pay of the student support services person added to provide additional social and emotional health services and supports due to social-emotional issues that have arisen due to COVID (suicide, self-harm, abuse, depression, etc.) at the 7-12 level. This person will work with other personnel to provide support or to provide group services K-6 as needed.	\$ 3,060	\$ 3,060	\$ -	\$ -	\$ -	26021	Approved at the 9/14/2021 State Board Meeting

284-1-005-20220614	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Greenbush School Improvement Services – Due to existing and expected learning loss, the district will need to provide professional development for certified and classified staff members for 7-12 MTSS, for Fastbridge testing and implementation, for social-emotional supports, and in other areas. The training will be used to address strategies and content areas shown as needs based on assessment data. The Greenbush Educational Service Center will work with us to meet these needs throughout the school year and will be offered in addition to our typical program usage.	\$ 7,062	\$ 7,062	\$ -	\$ -	\$ -	26005	Approved at the 9/14/2021 State Board Meeting
284-1-006-20220614	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Greenbush Administrative Services - Consortium fees to provide professional development and support for administrators on leading during a pandemic and address learning loss, mental health for staff and students, and communication with all stakeholders. The program provides support of the superintendent and building principals with weekly meetings that address COVID-related concerns and helping ALL students succeed during this trying time.	\$ 1,350	\$ -	\$ 1,350	\$ -	\$ -	26005	Approved at the 9/14/2021 State Board Meeting. Per applicant, the request is not a reimbursement request, but rather, a request for SFY 2022.
284-1-007-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	CHANGE REQUEST: The Premium Pay amount was changed to \$580. \$500 Premium Pay - A \$500 payment for all 32 certified teachers to prepare for, and respond to COVID and for additional duties related to COVID 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 that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; 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 and families impacted in various ways by the COVID-19 pandemic.	\$ 18,560	\$ -	\$ 18,560	\$ -	\$ -	26002	Change Request: previously approved for \$16,000 2022. Per applicant, Both certified and classified staff are aware and have agreed to perform the extra duties in exchange for the premium pay. Per applicant, the request is not a reimbursement request, but rather, a request for SFY 2022.

284-1-008-20220614	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	CHANGE REQUEST: The Premium Pay amount was changed to \$580. \$500 Premium Pay - A \$500 payment for all classified staff members (2 district office personnel in this category) to prepare for, and respond to COVID and for additional duties related to COVID 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 that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss and well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; 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 and families impacted in various ways by the COVID-19 pandemic.	\$ 1,160	\$ -	\$ 1,160	\$ -	\$ -	26019	Change Request: previously approved for \$1,000 2022. See Row 22.
284-1-009-20220614	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	CHANGE REQUEST: The Premium Pay amount was changed to \$580. \$500 Premium Pay - A \$500 payment for district administration to prepare for, and respond to COVID and for additional duties related to COVID 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 that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; 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 and families impacted in various ways by the COVID-19 pandemic.	\$ 580	\$ -	\$ 580	\$ -	\$ -	26011	Change Request: previously approved for \$500 2022. See Row 8.

284-1-010-20220614	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	CHANGE REQUEST: The Premium Pay amount was changed to \$580. \$500 Premium Pay - A \$500 payment for 2 building administrators to prepare for, and respond to COVID and for additional duties related to COVID 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 that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; 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 and families impacted in various ways by the COVID-19 pandemic.	\$ 1,160	\$ -	\$ 1,160	\$ -	\$ -	26012	Change Request: previously approved for \$1,000 2022. See Row 8.
284-1-011-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	CHANGE REQUEST: The Premium Pay amount was changed to \$580. The district also hired an additional employee in this category, making it 7 Classroom paras/professionals. \$500 Premium Pay - A \$500 payment for all classified staff members (6 Classroom Instructional paras/professional positions in this category) to prepare for, and respond to COVID and for additional duties related to COVID 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 that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; 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 and families impacted in various ways by the COVID-19 pandemic.	\$ 4,060	\$ -	\$ 4,060	\$ -	\$ -	26003	Change Request: previously approved for \$3,000 2022. See Row 8.

284-1-012-20220614	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	CHANGE REQUEST: The Premium Pay amount was changed to \$580. One additional employee was also added to this category, making the total to 5 Instructional Support Positions for this category. \$500 Premium Pay - A \$500 payment for all classified staff members (4 Instructional Support positions in this category) to prepare for, and respond to COVID and for additional duties related to COVID 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 that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; 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 and families impacted in various ways by the COVID-19 pandemic.	\$ 2,900	\$ -	\$ 2,900	\$ -	\$ -	26017	Change Request: previously approved for \$2,000 2022. See Row 8.
284-1-013-20220614	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	CHANGE REQUEST: The Premium Pay amount was changed to \$580. \$500 Premium Pay - A \$500 payment for all classified staff members (3 building office personnel in this category) to prepare for, and respond to COVID and for additional duties related to COVID 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 that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; 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 and families impacted in various ways by the COVID-19 pandemic.	\$ 1,740	\$ -	\$ 1,740	\$ -	\$ -	26020	Change Request: previously approved for \$1,500 2022. See Row 8.

284-1-014-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	CHANGE REQUEST: The Premium Pay amount was changed to \$580, but the number of custodial-maintenance positions was reduced by 1. \$500 Premium Pay - A \$500 payment for all classified staff members (7 Custodial-Maintenance positions in this category) to prepare for, and respond to COVID and for additional duties related to COVID 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 that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; 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 and families impacted in various ways by the COVID-19 pandemic.	\$ 3,480	\$ -	\$ 3,480	\$ -	\$ -	26014	Change Request: previously approved for \$3,500 2022. See Row 8.
284-1-015-20220614	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	CHANGE REQUEST: The Premium Pay amount was changed to \$580. \$500 Premium Pay - A \$500 payment for all classified staff members (4 Cooks in this category) to prepare for, and respond to COVID and for additional duties related to COVID 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 that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; 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 and families impacted in various ways by the COVID-19 pandemic.	\$ 2,320	\$ -	\$ 2,320	\$ -	\$ -	26015	Change Request: previously approved for \$2,000 2022. See Row 8.

284-1-016-20220614	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	CHANGE REQUEST: The Premium Pay amount was changed to \$580, but one employee was added to this category, making it 8 Transportation workers. \$500 Premium Pay - A \$500 payment for all classified staff members (7 Transportation workers in this category) to prepare for, and respond to COVID and for additional duties related to COVID 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 that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; 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 and families impacted in various ways by the COVID-19 pandemic.	\$ 4,640	\$ -	\$ 4,640	\$ -	\$ -	26016	Change Request: previously approved for \$3,500 2022. See Row 8.
284-1-017-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	CHANGE REQUEST: The amount of payroll taxes increased due to the two additional employees who were hired and the increased premium pay amount of \$580 instead of \$500. Payroll Taxes - Payroll taxes associated with the \$500 premium pay for all classified and certified staff members (69 in total) to prepare for, and respond to COVID and for additional duties related to COVID 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 that will need to take place during the 2021-22 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; 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 and families impacted in various ways by the COVID-19 pandemic.	\$ 3,150	\$ -	\$ 3,150	\$ -	\$ -	26021	Change Request: previously approved for \$2,015 2022. See Row 8.

284-1-018-20220614	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Technology - After updating all student Chromebooks and iPads using county SPARK money and district funds, the teacher and support staff technology needed updated. Their technology was the oldest in the district and needed updated to support learning, especially when working with issues caused by the COVID pandemic. 50 MacBook Airs were purchased for \$1059 each. The district entered into a three year lease agreement with Apple at 0% financing. This is the first payment of that lease.	\$ 13,237	\$ 13,237	\$ -	\$ -	\$ -	26001	Approved at the 9/14/2021 State Board Meeting
284-1-019-20220614	Eligible	Direct Allocation	Instruction	Property	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: The district is redesigning spaces to allow for more physical distancing related to COVID safety protocols. We also opened up an additional classroom to work and keep class sizes smaller; therefore, we need more classroom furniture. Additionally the district is replacing flexible seating options that do not work well with pandemic safety protocols.	\$ 5,585	\$ -	\$ 5,585	\$ -	\$ -	26001	New Line Item

Kansas CommonApp (2020)

3115-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



OGbpqqqa

286_Chautauqua County Community School_ESSER II Plan_Change (copy)

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	Chautauqua County Community School
Applicant / Mailing Address	
416 E. Elm Suite B Sedan, KS 67361	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Kay Hill
Applicant / Email Address of Owner, CEO, or Executive Director	hillk@usd286.org
Applicant / Phone Number	6207253187

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

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

Application details

Full District Name	Chautauqua County Community School
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District Number	286
Mailing Address Street Address	416 E Elm Suite B
Mailing City	Sedan
Mailing Address Zip Code	67361
Authorized Representative of the District Name	Kay Hill
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	hillk@usd286.org
Authorized Representative of the District Phone Number	+16207253187
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	searsk@usd286.org

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

Our data shows that our students are showing some learning loss due to extended time out of school due to the pandemic. Most students showing learning losses are students with disabilities and our socioeconomically disadvantaged students. USD 286 students have been in in-person learning since August. Due to missed in-person learning during the pandemic, we have recently revamped our elementary MTSS to offer more core support to our students in Reading and Math. Our data has shown learning loss in both core areas and we wanted to be proactive in meeting the needs of those students showing some regression. MTSS structures were changed to meet those needs. Progress monitoring data is being collected and data-driven decisions on the placement of students are made by teams to meet student learning needs. In the JR-SR High, this data is used to place students in MTSS to work on reading and math learning gaps. Our data has shown that some students show some disconnect from school and depression. We are seeing this in the JR-SR High from data from surveys, Community Care Survey, and MySabers. Attendance due to the pandemic has also been an issue as well. We are working to find ways to re-engage our students at school through professional development with staff and these new programs.

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

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

("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

We plan to add an elementary counselor for our PreK-6 students. Currently, we have one counselor for approximately 380 students. Data from CC Survey and MySabers shows our students have become disconnected from school. This school year we are seeing more mental health issues. The ability to have a counselor for each building will allow us to offer more supports. We plan to add a reading intervention teacher for K-3. Our RIT will be able to targeted skills for those who are showing learning loss. During the pandemic it was difficult for our K-3 to be as focused online. We feel some students have missed essential skills. This teacher will be able to work with students and staff to close those gaps. The Summer Camp

program will help us keep our students engaged during the summer. We are offering summer school to PreK-12. We plan to offer some engaging hands-on learning for students. Metal, Woods, Hunter Safety, Drones, and Number Ninjas are just a few of the activities. We have requested money for supplies and curriculum. During the pandemic, students in our Agriculture CTE courses missed out on many hands-on learning experiences. For the 2021-2022 school year, we plan to offer additional time for students to have project-based experiences in Agriculture CTE courses. We plan to hire a part-time teacher/teacher aide to provide our Ag teacher with additional time and supports to work with our students on projects within the CTE curriculum. These courses provide our students to become career and college-ready and to become leaders in a global economy. Premium Retention Pay for certified and classified staff to retain experienced teaching staff and recruit new teachers necessary to maintain the operations and continuity of our adopted programs as well as deflect further learning loss due to COVID-19.

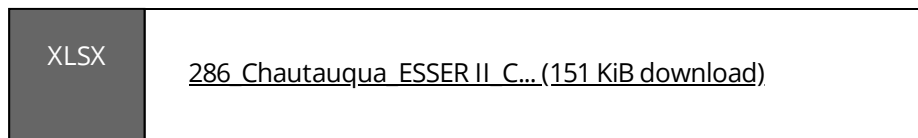
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will determine the impact of ESSER II allocations through data from local assessments, surveys, state assessments, and attendance. We will work with our site council, building, and district leadership team to review data sources to assess the validity of the programs.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

Certification

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

Electronic Signature | Kay L Hill

Date | 08/11/2021

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

USD	District Name	Data as of
286	Chautauqua	5/13/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
286-1-001-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	The pandemic has impacted the mental health of our students. In order to address the learning needs we also need to address the mental health needs. Our plan is to add an elementary counselor. We currently have only one counselor to serve close to 385 students. By providing more time and attention to our PreK-6 we will be able to offer more supports to all student in our school. Our data has shown our students are more depression and disengaged due to the pandemic. We want to be able to add the supports they need to be successful in the classroom and outside the classroom.	\$ 54,400	\$ 54,400	\$ -	\$ -	\$ -	34140	Approved at 6/9/2021 State Board Meeting
286-1-002-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	In order to close the learning gaps due to the pandemic in reading for our K-3 student we plan to add a teacher for reading interventions. Our students missed important learning last school year and our data is showing gaps especially in early literacy. It will be our goal to have all students reading on grade level by 3rd grade. By adding this position we will be able to provide consistent and target assistance to students that show learning regression from lost instructional time during the pandemic.	\$ 56,200	\$ 56,200	\$ -	\$ -	\$ -	34140	Approved at 6/9/2021 State Board Meeting

286-1-003-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE TO SUMMER OF 2022 We want to expand our summer programs to include PreK-12 grade. We have budgeted 4 teachers (\$11,142) to help provide ways to close the educational gaps caused by the pandemic. PreK-5 will have target assistance with reading and math and JR-SR High will build on project-based learning to re-engage our students in school. Courses in Metals, Woods, Drones, Computers, Art, credit recovery, individual tutoring will help re-engage, keep students on track to graduate, and provide for social emotional learning. We will be working in conjunction with our 21st Century Grant. We anticipate 15-20 middle school students, 10-15 high school students, and 50-60 elementary students.	\$ 11,142	\$ -	\$ 11,142	\$ -	\$ -	34140	Approved at 9/14/2021 State Board Meeting
286-1-004-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	CHANGE TO SUMMER OF 2022 We have budgeted \$2000 for supplies and \$3032 for curriculum. This budget will be used to support the summer school project-based learning and reading and math targeted assistance. Summer programs were needed to address the learning needs due to the pandemic and the learning loss data is showing from our students.	\$ 5,032	\$ -	\$ 5,032	\$ -	\$ -	34100	Approved at 9/14/2021 State Board Meeting
286-1-005-20220614	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Our data has show that our student are not as engaged in learning as they were prior to the pandemic. We see the need to expand our CTE courses to provide student with more engaging, project-rich curriculum. We would like to add a part-time teacher in our agriculture programs to help our current teacher offer more hands-on experiences for our students. This would provide students who are interested in vocational careers the opportunity to work as a team, problem solve, build communication skills, and promote college/technical school readiness. With the pandemic our students lost opportunities to participate in many hands-on, project based learning. With the additional supports our CTE course could offer more hands-on experiences. Students would benefit from the additonal time and instructor to help with those experiences. Paid as part-time teacher and instructional aide.	\$ 35,500	\$ 35,500	\$ -	\$ -	\$ -	34140	Approved at 6/9/2021 State Board Meeting

286-1-006-20220614	Eligible	Direct Allocation	0	0	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase various cleaning supplies to sanitize and clean school facilities.	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	0	Approved at 6/9/2021 State Board Meeting
286-1-007-20220614	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Our focus will be with identifying and supporting learning gaps that have been caused by the pandemic. Those interventions will be focused on reading and math and other subject areas. K-12 site license for IXL Learning will provide interventions in math, ELA, science and social studies. This is a digital software that our students can use year round and can also be delivered remotely if necessary.	\$ 7,845	\$ 7,845	\$ -	\$ -	\$ -	34180	Approved at 6/9/2021 State Board Meeting
286-1-008-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE TO SUMMER OF 2022 We want to expand our summer programs to include PreK-12 grade. We have budgeted 5 instructional aides (\$8,881) to help provide ways to close the educational gaps caused by the pandemic. PreK-5 will have target assistance with reading and math and JR-SR High will build on project-based learning to re-engage our students in school. Courses in Metals, Woods, Drones, Computers, Art, credit recovery, individual tutoring will help re-engage, keep students on track to graduate, and provide for social emotional learning. We will be working in conjunction with our 21st Century Grant. We anticipate 15-20 middle school students, 10-15 high school students, and 50-60 elementary students.	\$ 8,881	\$ -	\$ 8,881	\$ -	\$ -	34140	Approved at 9/14/2021 State Board Meeting
286-1-009-20220614	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: Premium Retention Pay for classified staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19- 23 staff members	\$ 12,600	\$ 12,600	\$ -	\$ -	\$ -	34140	Approved at 9/14/2021 SBM. Full time, full year: \$600, Full Time, school year: \$400, Part Time School year \$200. Department heads- \$1000 (transportation director, food services directors, custodial directors)

286-1-010-20220614	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW ITEM: Purchase 2 Smartboards for additional classrooms to space out students for social distancing due to COVID and to address learning loss due to the pandemic.	\$ 5,753	\$ 5,753	\$ -	\$ -	\$ -	34180	Approved at 9/14/2021 SBM
286-1-011-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Premium Retention Pay for certified staff to retain experienced teaching staff, and recruit new teachers necessary to maintain the operations and continuity of our adopted programs as well as deflect further learning loss due to COVID-19. 38 certified staff	\$ 38,000	\$ 38,000	\$ -	\$ -	\$ -	34140	Approved at 9/14/2021 SBM. \$1000 per person
286-1-012-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM: Professional learning for staff to address learning loss due to the COVID pandemic. Staff will participate in two additional professional development days with LETRS training and technology training provided by Greenbush.	\$ 13,500	\$ 13,500	\$ -	\$ -	\$ -	34140	Approved at 9/14/2021 SBM- 23 Staff, impacts approximately 300 students
286-1-013-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	NEW ITEM: We are adding a teacher assistant to help with our Hispanic students. Those students need an interpreter to assist with the learning loss we are seeing due to COVID-19 pandemic. They did not have the supports needed to be successful. This position will provide those supports.	\$ 18,594	\$ 18,594	\$ -	\$ -	\$ -	34140	Approved at 9/14/2021 SBM- impacts approximately 4 students
286-1-014-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change:We had one staff member that was not included in the original request. Premium Retention Pay for classified staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19 23 staff members	\$ 400	\$ 400	\$ -	\$ -	\$ -	34140	New Line Item

286-1-015-20220614	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW ITEM: Technology for students and staff. Due to Covid we have increase use of intervention programs that are web-based. In order to continue to use and monitor those programs we need to purchase some additional computers for teachers and students. We will purchase some 68 student Chromebooks, 5 desktops for classrooms, and 5 teacher laptops.	\$ 28,189	\$ 28,189	\$ -	\$ -	\$ -	34180	New Line Item
286-1-016-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM: Phonics Program for K-3 95% Group This program will help students receive consistent evidence and research-based phonics instruction to improve outcomes. The lessons are designed to provide systematic phonics instruction across the grade levels to accommodate both in-person and remote learning.	\$ 9,061	\$ 9,061	\$ -	\$ -	\$ -	34100	New Line Item
286-1-017-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM: Purchase a new reading program for K-5 students. Open Court will be used to help us fill gaps for students that we have seen through learning loss due to remote learning and COVID 19. We need to see improvements and to catch students up as quickly as we can. The teachers put in over 15 hours researching best practices, reviewing curriculums, and choosing the ones that they think will help us catch our students up in the most effective manner. We feel this curriculum will help us	\$ 36,389	\$ 36,389	\$ -	\$ -	\$ -	34100	New Line Item
286-1-018-20220614	Eligible	Direct Allocation	0	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	NEW ITEM: Purchase Edgenuity licenses to help students with credit recovery. We have found several students have not been able to recover yet from learning gaps caused by the pandemic. These students will be able to continue with classes and also make up courses that they need to keep them on track for graduation.	\$ 9,750	\$ 9,750	\$ -	\$ -	\$ -	0	New Line Item

Kansas CommonApp (2020)

2892-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



kwRwpPzq

363_Holcomb_ESSER II Plan_0324

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 363
Applicant / Mailing Address	
PO Box 8	
Holcomb, Ks 67851	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Michael Davis, Business Manager
Applicant / Email Address of Owner, CEO, or Executive Director	mike.davis@usd363.com
Applicant / Phone Number	620-277-2629

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)	48-6010502
Applicant / Website Address (if applicable)	usd363.com
Fiscal Agent / Name (if applicable)	Michael Davis

Fiscal Agent / Email (if applicable) | mike.davis@usd363.com

Fiscal Agent / Mailing Address (if applicable)

PO BOX 8
Holcomb, KS 67851

Application details

Full District Name | Holcomb Consolidated Schools

District Number | 363

Mailing Address | Street Address | PO Box 8

Mailing | City | Holcomb

Mailing Address | Zip Code | 67851

Authorized Representative of the District | Name | Dr Scott Myers

Authorized Representative of the District | Position or Title | Superintendent of Schools

Authorized Representative of the District | Email Address | scott.myers@usd363.com

Authorized Representative of the District | Phone Number | +16202772629

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

Other District Representative 1 | Email Address | mike.davis@usd363.com

Other District Representative 2 | Email Address | robin.witzke@usd363.com

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

As expected, the pandemic has certainly taken its toll on our educational community here in Holcomb. While we were able to stay in school throughout the entire school year, this was not easily achieved. Toward that end, we implemented a variety of new safety-related protocols which included a District-Created Pandemic Plan that included details regarding social distancing, the wearing of masks and enhanced cleaning protocols.

While what we did was necessary and successful, this new way of doing things impacted our students both academically and emotionally. School SHOULD be a place of joy and wonderment, but when everyone is wearing a mask and is separated by

physical barriers, it simply puts distance between people. And, we noticed throughout the year our students (and adults for that matter) have been emotionally accelerated. This has been documented through strategies found within our District Trauma Approach. One strategy within that approach is for students to provide their relative Zone of Regulation when entering the school each day. The data we gathered shows our students registered “Blue” (sad) or “Red” (angry) much more often than in the past.

While we had and still have strategies in place to deal with accelerated students, the sheer truth is this sort of emotional state negatively impacts the learning environment. Thus, we have noticed a learning loss throughout all grades within the district. To address this, we are expanding our summer school offering to be far more inclusive of students who simply need extra learning opportunities.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

We FULLY respect that education is a PEOPLE business, knowing we are only as good as our people. So, we are investing the VAST majority of our ESSER II funds on people to provide extended learning opportunities for our students and for meeting their socio-emotional needs.

First, we are expanding our Summer School experience, fully expecting to have more students involved with this opportunity. Students who have suffered learning loss are being invited to attend this expanded event; happily we are getting very positive responses from the parents of our students. To provide for our students, we will open individual grade sections K-5, with the possibility of opening extra sections if the numbers of students enrolled warrant it. Toward that end, we plan to keep the class sizes to no more than ten students per section. Each section will have a dedicated teacher and para professional. At the secondary level, we plan to continue with our longstanding "credit recovery" approach to summer school. We expect we will have ample numbers of students to bring on one middle school teacher and two high school teachers to facilitate the learning taking place.

Next year, we plan on bringing back our Remote Teacher to work with those families who chose to have their student(s) attend school remotely. Also, we will bring back the four Homebound Instructional Liaisons we employed this year to coordinate efforts between the families and the school. We also plan to bring on a District Student Advocate. This person will work intently with At-Risk students and with those who are accelerated due to life tensions. Lastly, so as to help with the volume of accelerated students at the K-5 level, we plan to bring on three elementary paraprofessionals to work with students in small groups, expanding our MTSS efforts.

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

We will keep careful data regarding student academic achievement throughout the year. As a part of our normal progress monitoring, we check how students are progressing three times a year, making course corrections as needed. We will continue with this, analyzing how the students are doing, keeping careful note of the students who attended summer school.

Also, we will continue with our tracking of the Zones of Regulation self-identifications our students report and the use of the Peace Corners we maintain throughout the various levels of the district. Along with this, we will also track office/counselor referral data.

Our newly created position – the District Student Advocate – will join the various School Intervention Teams and will play a pivotal part in the tracking of all of this data, working in concert with the principals and the school counselors to address needs as they arise.

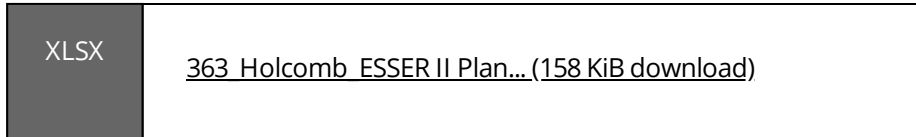
Notes on ESSER II application Excel template:

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

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

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

accounting for Federal funds.

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

Certification

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

Electronic Signature | Dr. Scott Myers

Date | 03/24/2022

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

USD	District Name	Data as of
363	Holcomb	6/3/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
363-1-001-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Due to learning loss associated with COVID, we are expanding our Summer School this year. It will take place for three weeks in June. We anticipate having over 150 students taking part in this learning event. To serve the students, we plan to bring on eleven teachers and three paraprofessionals. This experiential learning event will home in on individual student academic needs as determined through progress monitoring. Changed from 19,800 to 20,256.50 to represent actual expenditures.	\$ 20,257	\$ 20,257	\$ -	\$ -	\$ -	34323	Change Request: Previously approved for \$19,800 SFY 2021
363-1-002-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	With the expansion of our Summer School, it is necessary to bring on paraprofessional support to help meet the needs of the students. We plan on having three paras working throughout Summer School. Changed from \$2,633 to \$2,219.68 to represent actual expenditures.	\$ 2,220	\$ 2,220	\$ -	\$ -	\$ -	34321	Change Request: Previously approved for \$2,633 SFY 2021
363-1-003-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	These are associated employment costs for operating the Summer School. Changed from \$1716.13 to \$1779.17 to represent actual expenditures.	\$ 1,779	\$ 1,779	\$ -	\$ -	\$ -	34331	Change Request: Previously approved for \$1,716 SFY 2021
363-1-004-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	These monies are to be used to provide instructional materials to be used during Summer School.Changed from \$800 to \$716.21 to represent actual expenditures.	\$ 716	\$ 716	\$ -	\$ -	\$ -	34301	Change Request: Previously approved for \$800 SFY 2021

363-1-005-20220614	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	Due to COVID, we will have families that choose to use Remote Learning next year. Many of our families chose this option this past year, so we need to bring back our dedicated Remote Teacher. Along with working with our remote students, this teacher will also coordinate efforts between the families and the schools as students go in and out of quarantine. Changed from \$42,000 to \$53,238, Had a different person move into this position	\$ 53,238	\$ -	\$ 53,238	\$ -	\$ -	34323	Change Request: Previously approved for \$42,000 SFY 2022
363-1-006-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	10. Providing mental health services and supports	With the onset of COVID, MANY of our students experienced increased angst and anxiety. To help address this, we plan to bring on additional personnel to help the students with their schooling and to help them regulate if/when they are emotionally accelerated. Our plan is to hire a Student Advocate, four Homebound Instructional Liaisons and three fulltime paraprofessionals. The Student Advocate will work intently with At-Risk students on a daily basis. This person will become that trusted adult mentor for struggling students, particularly at the secondary level. Along with helping with academic work, this person will be that rock for these students, helping them through their struggles. He or she will work closely with the school counselors to coordinate efforts. The Homebound Instructional Liaisons will work with the Remote Teacher to coordinate school business between the Remote Students and the district. The work these people completed this past year is a KEY reason our Remote Students experienced success this past year. The additional paraprofessionals will allow us to serve individual students' needs better, particularly at the elementary level through our MTSS program. These approaches will have a positive impact on academic achievement, which, in turn, will have a positive impact on the emotional wellbeing of the students. Changed from \$196,000 to 188,545 we estimated a little high.	\$ 188,545	\$ -	\$ 188,545	\$ -	\$ -	34321	Change Request: Previously approved for \$196,000 SFY 2022
363-1-007-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	These are associated employment costs for bringing on additional people to serve the needs of our students. Changed from \$18,207 to \$18,496 because of the above changes.	\$ 18,496	\$ -	\$ 18,496	\$ -	\$ -	34331	Change Request: Previously approved for \$18,207 SFY 2022

363-1-008-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	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	These are associated employment costs for bringing on additional people to serve the needs of our students. Changed from \$238 to \$242 because of the above changes.	\$ 242	\$ -	\$ 242	\$ -	\$ -	34341	Change Request: Previously approved for \$238 SFY 2022
363-1-009-20220614	Eligible	Direct Allocation	Instruction	Group Insurance	10. Providing mental health services and supports	These are associated employment costs for bringing on additional people to serve the needs of our students. This pays for the insurance of these employees. Changed from \$66,744 to \$45,504 because our insurance costs did not increase as much as expected and not all of the new employees took the insurance.	\$ 45,504	\$ -	\$ 45,504	\$ -	\$ -	34326	Change Request: Previously approved for \$66,744 SFY 2022
363-1-010-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	New Item. Due to learning loss associated with COVID, we are Continuing our Summer School this year. It will take place for three weeks in June. We anticipate having over 150 students taking part in this learning event. To serve the students, we plan to bring on Ten teachers. This experiential learning event will home in on individual student academic needs as determined through progress monitoring.	\$ 18,000	\$ -	\$ 18,000	\$ -	\$ -	34323	New Line Item
363-1-011-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	New Item. With the expansion of our Summer School, it is necessary to bring on paraprofessional support to help meet the needs of the students. We plan on having Five paras working throughout Summer School.	\$ 2,549	\$ -	\$ 2,549	\$ -	\$ -	34321	New Line Item
363-1-012-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	New Item. These are associated employment costs for operating the Summer School.	\$ 1,572	\$ -	\$ 1,572	\$ -	\$ -	34331	New Line Item
363-1-013-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	New Item. These are associated employment costs for operating the Summer School.	\$ 21	\$ -	\$ 21	\$ -	\$ -	34341	New Line Item

363-1-014-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	New Item. These monies are to be used to provide instructional materials to be used during Summer School.	\$ 800	\$ -	\$ 800	\$ -	\$ -	34301	New Line Item
363-1-015-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	New Item. We transitioned our Homebound liaison into AT Risk Coordinator to Coordinate with our Student Advocates and work intently with At-Risk students on a daily basis. This person will become that trusted adult mentor for struggling students, particularly at the secondary level. Along with helping with academic work, this person will be that rock for these students, helping them through their struggles.	\$ 53,238	\$ -	\$ -	\$ 53,238	\$ -	34323	New Line Item
363-1-016-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	10. Providing mental health services and supports	New Item. With the onset of COVID, MANY of our students experienced increased angst and anxiety. To help address this, we are continuing to keep on our additional personnel to help the students with their schooling and to help them regulate if/when they are emotionally accelerated. We are keeping our two Student Advocates, and Six fulltime paraprofessionals. The Student Advocates will work intently with At-Risk students on a daily basis. This person will become that trusted adult mentor for struggling students, particularly at the secondary level. Along with helping with academic work, this person will be that rock for these students, helping them through their struggles. He or she will work closely with the school counselors and AT Risk Coordinator to coordinate efforts. The paraprofessionals will allow us to serve individual students' needs better, particularly at the elementary level through our MTSS program. These approaches will have a positive impact on academic achievement, which, in turn, will have a positive impact on the emotional wellbeing of the students.	\$ 143,804	\$ -	\$ -	\$ 143,804	\$ -	34321	New Line Item
363-1-017-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	New Item. These are associated employment costs for keeping the additional people to serve the needs of our students.	\$ 15,074	\$ -	\$ -	\$ 15,074	\$ -	34331	New Line Item

Kansas CommonApp (2020)

2740-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



MYmnYoOM

365_Garnett_ESSER II Plan_Change (copy)

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	Garnett Unified School District No. 365
Applicant / Mailing Address	
305 N. Oak Garnett, KS 66032	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Don Blome
Applicant / Email Address of Owner, CEO, or Executive Director	supt@usd365.org
Applicant / Phone Number	7854486155

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

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

Fiscal Agent / Name (if applicable)	Paula Wallace
Fiscal Agent / Email (if applicable)	pwallace@usd365.org
Fiscal Agent / Mailing Address (if applicable)	

Application details

Full District Name	Garnett Unied School District
District Number	365
Mailing Address Street Address	11 Links Dr.
Mailing City	Garnett
Mailing Address Zip Code	66032
Authorized Representative of the District Name	Don Blome
Authorized Representative of the District Position or Title	Superintendent of Schools
Authorized Representative of the District Email Address	supt@usd365.org
Authorized Representative of the District Phone Number	+17852042594
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	pwallace@usd365.org

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

The pandemic has had and will continue to have impact in our district if we don't take measures to mitigate in some key areas. 1) Academic - learning loss is evident. Most grade levels show decline on the MAP Reading test from the Winter of 2019 to the Fall/Winter of 2020. Example: 3rd graders showed 19.7% in Level I (learning level) compared to 26.5% in Level 1 in the Winter of 2020. The exception is seventh grade Reading. Math also showed declines, but not to the level of Reading. This is a little surprising as there would typically be more decline in math over a number of months. This may be an indication that our remote learning model was relatively successful. We actually observed increased proficiency in math at the 8th grade level. 2) Social Emotion/Well-Being - a continued area of concern is the social emotional aspect of the pandemic: such as, anxiety of being at school during the pandemic, family issues as a result of home stress (lose of income and employment), and student stress and uncertainty. Counselors and teacher have reported more students seeking services and counselors are reporting increase in contacts by 100% during pandemic. 3) Physical Facilities -- students and staff need to feel comfortable in the facilities. While we have been in school the entire year, clean air is a major concern for staff and parents. This also creates a emotional impact of students, some are scared to be in the buildings.

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.

USD #365 will utilize ESSER II funds in four different categories:

- 1) Learning Loss a) INSTRUCTIONAL: Funds will be spent on summer school for K-12 students that are in need. Note: this may include activities (field trips, etc.) as part part of the summer program. We will also utilize the funds for after-school tutoring once school resumes for the 2021-2022 school year. To further eliminate learning loss, the district will focus on curriculum enhancements designed to eliminate instructional gaps. b) SOCIAL EMOTIONAL: we plan to work with faith-based (local churches) to offer a family engagement/mentoring program for students tied to the community. Furthermore, the district will hire an individual to support social emotional learning activities, support counselors, and develop and/or implement some type of social emotional strategy or curriculum. Finally, we will provide more resources for credit recovery and individual academic help. To support these initiatives, the district will provide services (as needed) transportation, food service, and/or supplies for these programs.
- 2) Technology: The school district will provide more training for electronic communications including Google Classroom, etc. We also plan to purchase additional hardware and programming to enhance the delivery of instruction that can be utilized in a remote environment. Furthermore, the district plans to purchase Exact Path (progress monitoring tool) and SEL programming to help students become more academically/socially successful.
- 3) Air Quality: The district plans to purchase and install air purification systems in the HVAC systems to help eliminate airborne viruses.
- 4) Facility Improvements: The district is developing plans to change the focus of the Junior/High School library. The idea is to develop (remodel) an area within the library that will house a relaxation area (similar to a Starbucks), where students and staff can go to just relax (read, unwind,...) for a few minutes during the day.

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

Our goal is to offset learning loss that may have occurred during the pandemic. We will use testing data, such as MAP testing or local generated testing to determine gains. Our goal would be to see overall gains during the funding allocation, especially in students affected the most by the pandemic (socially and academically). We will also survey the teachers about their skills and comfort with upgraded technologies, such as Google Classroom, etc. For social emotional impacts, the district will utilize surveys, local reports from staff, or observations to determine impact. We will monitor the impact of a relaxation area in the library and how students and staff feel about the effects of such a forward thinking concept. Finally, we will work with our construction manager to compare current air quality samplings to post air-quality samplings, to determine the impacts of clean air within the building (plasma-ionizer system, etc.).

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

Certification

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

Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Donald E. Blome

Date | 10/12/2021

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

USD	District Name	Data as of
365	Garnett	5/13/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
365-1-001-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic (including instructional and field experiences).	\$ 40,282	\$ 40,282	\$ -	\$ -	\$ -	33	Change Request: Previously approved for \$30,000 SFY 2021
365-1-002-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-003-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic	\$ 100	\$ 100	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-004-20220614	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic	\$ 50	\$ 50	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-005-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	USD 365 will offer after school tutoring to students in an effort to continue progress from learning loss that may have occurred during the pandemic	\$ 14,000	\$ 14,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board

365-1-006-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	USD 365 will offer after school tutoring to students in an effort to continue to progress from learning loss that may have occurred during the pandemic	\$ 900	\$ 900	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-007-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	USD 365 will offer after school tutoring to students in an effort to continue to progress from learning loss that may have occurred during the pandemic	\$ 100	\$ 100	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-008-20220614	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11B. Planning and implementing supplemental after-school programs	USD 365 will offer after school tutoring to students in an effort to continue to progress from learning loss that may have occurred during the pandemic	\$ 50	\$ 50	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-009-20220614	Eligible	Direct Allocation	Instruction	Worker's Compensation	11B. Planning and implementing supplemental after-school programs	USD 365 will offer after school tutoring to students in an effort to continue to progress from learning loss that may have occurred during the pandemic	\$ 20	\$ 20	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-010-20220614	Eligible	Direct Allocation	Support Services (Students)	Other Purchased Services	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	CHANGE REQUEST: USD 365 will coordinate (contract) with a local church (faith-based) group or service center to offer mentoring for students and staff who need social emotional care, especially those who don't have the means to enjoy life experiences due to the pandemic. The provider will develop locally organized program or something like (JAGS, etc.)	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-011-20220614	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST2: USD 365 will work with licensed staff to develop curriculum alignment to eliminate potential learning gaps in instruction that could have occurred during the pandemic.	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	33	Change Request: Previously approved for \$20,000 SFY 2021

365-1-012-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	USD 365 will work with licensed staff to develop curriculum alignment to eliminate potential learning gaps in instruction that could have occurred during the pandemic.	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-013-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	USD 365 will work with licensed staff to develop curriculum alignment to eliminate potential learning gaps in instruction that could have occurred during the pandemic.	\$ 500	\$ 500	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-014-20220614	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	USD 365 will work with licensed staff to develop curriculum alignment to eliminate potential learning gaps in instruction that could have occurred during the pandemic.	\$ 150	\$ 150	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-015-20220614	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	10. Providing mental health services and supports	USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.	\$ 57,000	\$ 57,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-016-20220614	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	10. Providing mental health services and supports	CHANGE REQUEST: USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.	\$ 8,200	\$ 8,200	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-017-20220614	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-018-20220614	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	10. Providing mental health services and supports	USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.	\$ 500	\$ 500	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-019-20220614	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	10. Providing mental health services and supports	USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.	\$ 250	\$ 250	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board

365-1-020-20220614	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	10. Providing mental health services and supports	USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.	\$ 100	\$ 100	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-021-20220614	Eligible	Direct Allocation	Support Services - Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD 365 will enhance there technology equipment in order to prepare and maintain effective options for the offering of instructional delivery during the pandemic. Virtual Desktop Infrastructure (VDI) will enable our district to leverage compute power in a more cost-effective and accessible manner by transitioning from multiple desktop labs to a virtual application on their school issued laptops, whether on campus or home.	\$ 75,000	\$ 75,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-022-20220614	Eligible	Direct Allocation	Support Services - Instruction	Instructional Programs Improvement Services	5. Procedures and systems to improve LEA preparedness and response efforts	USD 365 will train staff on interactive technological device in order to prepare and/or maintain effective options for the offering of multiple instructional delivery methods during the pandemic.	\$ 5,700	\$ 5,700	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-023-20220614	Eligible	Direct Allocation	Instruction	Testing Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	USD 365 will use Exact Path (Progress Monitoring) to monitor student growth in order to track progress related to learning loss due to the pandemic.	\$ 13,750	\$ 13,750	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-024-20220614	Eligible	Direct Allocation	Facilities & Construction Services	Other Construction Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	CHANGE REQUEST: USD 365 will purchase portable air purifiers to install in all instructional facilities operated by USD 365 in an effort to slow(stop) the spread of COVID (viruses). The individual units will cost less that \$500 each and meet recommendations.	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	33	Change Request: Previously approved for \$200,000 SFY 2021
365-1-025-20220614	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST2: USD #365 will upgrade student computers in order to upgrade device to meet the needs of students as they incorporate in-class and on-line learning. This will be beneficial in enhancing students ability to learn and eliminate loss due to covid and/or outdated technology.	\$ 100,000	\$ 50,000	\$ 50,000	\$ -	\$ -	33	Change Request: Previously approved for \$40,000 SFY 2021

365-1-026-20220614	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: USD 365 will employ a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-027-20220614	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: USD 365 will employ a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.	\$ 8,200	\$ 8,200	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-028-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	USD 365 will employ a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-029-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	USD 365 will employ a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.	\$ 400	\$ 400	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-030-20220614	Eligible	Direct Allocation	Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	USD 365 will employ a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.	\$ 100	\$ 100	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-031-20220614	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	USD 365 is concerned that the pandemic has increased the number of students that are at risk of not graduating. An approximate increase of 5 to 10 drop-out could occur if not supported by credit recovery and other instructional assistance. This software will help with credit recovery or virtual instruction.	\$ 3,500	\$ 3,500	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board

365-1-032-20220614	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	CHANGE REQUEST2: Professional development will be provided to support staff as we recover from the pandemic. This will be in the form of emotional support for staff and instructional support for students. A teacher group will be sent to a conference for training.	\$ 69,300	\$ 34,300	\$ 35,000	\$ -	\$ -	33	Change Request: Previously approved for \$43,000 SFY 2021
365-1-033-20220614	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD #365 will provide transportation services for students attend field trip as part of their summer school experience. USD #365 feels cultural experiences are a part of the overall learning process, especially since many families couldn't take trips during the pandemic.	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-034-20220614	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	USD #365 will provide transportation services for students attend field trip as part of their summer school experience. USD #365 feels cultural experiences are a part of the overall learning process, especially since many families couldn't take trips during the pandemic.	\$ 700	\$ 700	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-035-20220614	Eligible	Direct Allocation	Student Transportation	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	USD #365 will provide transportation services for students attend field trip as part of their summer school experience. USD #365 feels cultural experiences are a part of the overall learning process, especially since many families couldn't take trips during the pandemic.	\$ 50	\$ 50	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-036-20220614	Eligible	Direct Allocation	Student Transportation	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	USD #365 will provide transportation services for students attend field trip as part of their summer school experience. USD #365 feels cultural experiences are a part of the overall learning process, especially since many families couldn't take trips during the pandemic.	\$ 30	\$ 30	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-037-20220614	Eligible	Direct Allocation	Instruction	Technology-Related Software	3. Providing principals and other school leaders with resources to address individual school needs	In order to track student progress, USD #365 plans to purchase Educlimber or other related data software to better track student achievement. This will be especially important as we come of remote learning. The pademic has had a significant impact on young learners and we need the capability to pinpoint learning needs.	\$ 8,220	\$ 8,220	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board

365-1-038-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	In order for USD #365 to keep quality licensed staff, the district has determined that providing premium pay to licensed staff in the form of a retention bonus will help retain staff during the stresses of the COVID pandemic. USD #365 included this item in negotiations with the bargaining unit (up to \$1000).	\$ 91,000	\$ 91,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-039-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Due to the COVID pandemic, it is very difficult to hire and retain classified staff. The district will provide premium pay (retention bonuses - up to \$1000) to classified staff to encourage continued commitment to USD #365. The support classified staff provide students is critical to remain in in-class learning.	\$ 73,800	\$ 73,800	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-040-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	USD #365 will pay salary cost associated with providing retention bonuses (premium pay) to licensed and classified staff due to COVID.	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-041-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	New Item: USD #365 will purchase additional facemask, cleaning supplies, PPE to prevent the spread of COVID in the school buildings.	\$ 15,000	\$ 10,000	\$ 5,000	\$ -	\$ -	33	New Line Item
365-1-042-20220614	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Item: Due to the continued and increasing spread of COVID, USD #365 has/had an increase number of substitute teachers to fill staff position for teachers and other instructional staff off work due to COVID.	\$ 15,000	\$ 7,500	\$ 7,500	\$ -	\$ -	33	New Line Item

Kansas CommonApp (2020)

3043-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



vpkmjYPB

400_Smoky Valley_ESSER II_Change

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	Smoky Valley USD #400
Applicant / Mailing Address	
126 S. Main St. Lindsborg, KS 67456	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Glen Suppes, Superintendent
Applicant / Email Address of Owner, CEO, or Executive Director	gsuppes@smokyvalley.org
Applicant / Phone Number	785-227-2981

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)	48-0721235
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Application details

Full District Name	Smoky Valley
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District Number		400
Mailing Address Street Address		126 S Main St
Mailing City		Lindsborg
Mailing Address Zip Code		67456
Authorized Representative of the District Name		Glen J Suppes
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		gsupes@smokyvalley.org
Authorized Representative of the District Phone Number		+117852272981
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		mcouchman@smokyvalley.org
Other District Representative 2 Email Address		jmartin@smokyvalley.org

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

Smoky Valley USD #400 is expected to reimburse the McPherson SP ED Coop in the coming months for related costs to summer school , ESY, and transportation for students in our district with its ESSER I SP Ed funds. This should help selected special education students reach or maintain appropriate grade levels.

It may be difficult to determine the overall impact to individual students because of COVID. The student body studied remotely from mid-March through May of 2020. The barriers of this new learning style not only played a part in limiting a percentage of the learning because of group work, social interaction, centers, field trips, etc., our teachers were limited in how they could present materials. Approximately 8% of our students chose to attend remotely through our virtual school, beginning in August of 2020. We believe the two major impacts on student learning were due to 1) those students who made the decision to study virtually were not able to receive quality face-to-face instruction. Many did not have self-discipline to be self-directed when they needed to be, nor did they have full-day teacher contact for immediate assistance; and 2) students who did attend in-person were hampered by the safety protocol that was in place. Wearing masks & social distancing had a profound impact on the nature of the instruction. Teachers were limited on some instructional techniques they could utilize daily in the classroom. We do not believe there was a measurable disproportionate impact on any one special population in the district.

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

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

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

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

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

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.

USD #400 proposes to address two major areas through the use of ESSER II funding. Our primary focus will be on continued student and staff safety as well as a major focus student learning loss.\nAddressing safety in the schools will consist of

weekly cleaning services and supplies, as well as a directed effort to provide social emotional support for our students. We will continue to work with our partnership with STEP-MC to connect with families and provide resources to those in need. We are currently working with Prairie View to provide for case workers in our buildings on a daily basis working with students and staff, therapy services in house, as well as tele-therapy opportunities. One additional safety measure is the creation of an outdoor classroom in the MSVHS courtyard. Learning loss will be addressed at all levels, beginning with ramped up summer programming. Summer School Adventures will begin July 6 (K-4) for three weeks. Jump Start, beginning July 12 will be conducted for grades 5th and 6th. Credit Recovery will be provided for grades 7th through 12th. Online Summer School and Online Academy will be available for grade 9th \u2013 12th as well. Additional staff, we believe, is key to the enhancement of academic programming. We\u2019ll begin by adding one more kindergarten teacher and teacher aide, thus lowering the number of students in each section. We\u2019re currently adding another full-time position in order to provide for Tech-Integration Support for classroom teachers as well as digital curriculum. One more possible new staff person would be a 5-12 MTSS Specialist to assist teachers at the secondary level with tier two and three students

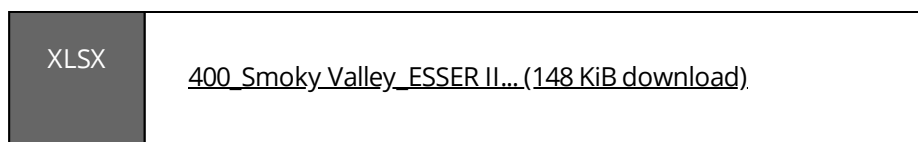
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Determining the impact of ESSER II expenditures is something we are already discussing. We understand that following ESSER III, these Federal dollars may no longer be available. With the implementation of each \u201cnew\u201d intervention, we must evaluate the impact separately to determine the effect it has had on student outcomes. Our Leadership Team understands that by 2024 the district will have to prioritize programming. Did the implementation of the MTSS Specialist create such a profound impact on student performance that we must retain the position? The TISS (Tech Integration Support Specialist) may be evaluated by a large number of teachers adopting new instructional techniques that have a profound impact on overall student scores. Each of the expenditures will be looked at on its own merits.

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 | Glen J Suppes

Date | 06/10/2021

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

USD	District Name	Data as of
400	Smoky Valley	5/13/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
400-1-001-20220614	eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Jump Start program for selected students needing additional help in grades K-4.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	11850	Approved at the 9/14/2021 State Board Meeting
400-1-002-20220614	eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Jump Start program for selected students needing additional help in grades 5-6.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	12000	Approved at the 9/14/2021 State Board Meeting
400-1-003-20220614	eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Jump Start program for selected students needing additional help in grades K-4.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	85350	Approved at the 9/14/2021 State Board Meeting
400-1-004-20220614	eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer School Instructional Social Security	\$ 1,224	\$ -	\$ 1,224	\$ -	\$ -	12950	Approved at the 9/14/2021 State Board Meeting
400-1-005-20220614	eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Transportation	\$ 1,400	\$ -	\$ 1,400	\$ -	\$ -	59850	Approved at the 9/14/2021 State Board Meeting

400-1-006-20220614	eligible	Direct Allocation	Student Transportation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer School Transportation Social Security	\$ 107	\$ -	\$ 107	\$ -	\$ -	60100	Approved at the 9/14/2021 State Board Meeting
400-1-007-20220614	eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Principal Salary - SES	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	27900	Approved at the 9/14/2021 State Board Meeting
400-1-008-20220614	eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Principal Salary - SVMS	\$ 550	\$ -	\$ 550	\$ -	\$ -	28050	Approved at the 9/14/2021 State Board Meeting
400-1-009-20220614	eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer School Principal Social Security	\$ 119	\$ -	\$ 119	\$ -	\$ -	28300	Approved at the 9/14/2021 State Board Meeting
400-1-010-20220614	eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Add a kindergarten section to provide more attention to smaller group of students	\$ 42,525	\$ -	\$ 42,525	\$ -	\$ -	11850	Approved at the 9/14/2021 State Board Meeting
400-1-011-20220614	eligible	Direct Allocation	Instruction	Group Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Added kindergarten teacher health insurance	\$ 8,268	\$ -	\$ 8,268	\$ -	\$ -	42860	Approved at the 9/14/2021 State Board Meeting
400-1-012-20220614	eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Added kindergarten teacher social security	\$ 3,254	\$ -	\$ 3,254	\$ -	\$ -	12950	Approved at the 9/14/2021 State Board Meeting

400-1-013-20220614	eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Add a kindergarten teacher's aide to provide more attention to a smaller group of students.	\$ 12,120	\$ -	\$ 12,120	\$ -	\$ -	85350	Approved at the 9/14/2021 State Board Meeting
400-1-014-20220614	eligible	Direct Allocation	Instruction	Group Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Added kindergarten teacher aide health insurance	\$ 8,268	\$ -	\$ 8,268	\$ -	\$ -	85400	Approved at the 9/14/2021 State Board Meeting
400-1-015-20220614	eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Added kindergarten teacher aide social security	\$ 815	\$ -	\$ 815	\$ -	\$ -	85550	Approved at the 9/14/2021 State Board Meeting
400-1-016-20220614	eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Add Technology Integrated Support Specialist	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	25550	Approved at the 9/14/2021 State Board Meeting
400-1-017-20220614	eligible	Direct Allocation	Support Services - Instruction	Group Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Added Tech Specialist Health Insurance	\$ 8,268	\$ -	\$ 8,268	\$ -	\$ -	80100	Approved at the 9/14/2021 State Board Meeting
400-1-018-20220614	eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Added Tech Specialist Social Security	\$ 2,678	\$ -	\$ 2,678	\$ -	\$ -	25700	Approved at the 9/14/2021 State Board Meeting
400-1-019-20220614	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST - Purchase digital math and reading curriculum giving students access to materials through remote or in-person learning	\$ 70,530	\$ -	\$ 70,530	\$ -	\$ -	65300	Change Request: Previously approved for \$98,265 SFY 2022

400-1-020-20220614	Eligible	Direct Allocation	Instruction	Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Provide Hot Spots for Internet Connectivity for Students. Our district is a 1:1 student device district, 1-12. In the past, most of our younger students were not allowed to take them home. At the start of the pandemic, ALL laptops and iPads were sent home with students, but many did not have internet connectivity. The service of providing hot spots to families has allowed almost all our students to fully connect remotely. At-home connectivity is still a large part of the learning.	\$ 18,000	\$ -	\$ 18,000	\$ -	\$ -	12985	Approved at the 9/14/2021 State Board Meeting 4/21/22: Please provide a narrative that explains how this strategy addresses a COVID-19 need.
400-1-021-20220614	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	10. Providing mental health services and supports	NEW ITEM - Provide Mental Health Services for Students. Not being able to provide adequate mental health services to our students became very apparent after the pandemic hit. Being remote for so long, then returning with masks and an entirely new daily protocol exemplified the social/emotional issues our kids were dealing with. We were able to team with Prairie View to place case workers in each of our buildings to work with our students and assign them to a certified therapist if needed. This has been an amazing service that helps support students while keeping them in school.	\$ 14,000	\$ -	\$ 14,000	\$ -	\$ -	73583	New Line Item 4/21/22: Please provide a narrative that explains how this strategy addresses a COVID-19 need.
400-1-022-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM - Work with At-Risk Students. Providing an additional full-time person, who we see as an academic support specialist, is probably one of the best COVID related modifications we have made. This individual's primary responsibility is to work with students one-on-one or in small groups throughout the entire day. When students are struggling academically, they may be placed in the academic support room in the middle school (5-8). Once implemented, we have seen failing grades drop dramatically. Kids are getting the added support they need during and after school.	\$ 25,020	\$ -	\$ 25,020	\$ -	\$ -	73570	New Line Item 4/21/22: Please provide a narrative that explains how this strategy addresses a COVID-19 need.

400-1-023-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Purchased Professional & Technical Services	7. Purchasing supplies to sanitize and clean LEA and school facilities	NEW ITEM - Launder & Provide Classroom Cleaning Rags for Teachers. The practice of having each classroom clean surfaces every hour has become common practice throughout the district. Bottle and clean rag stations are placed throughout the buildings and a clean cloth is utilized for each wipe-down. Students often assist the classroom teacher with this practice. So, you can see that a large number of cleaning rags are used each day. We do not really have the facilities nor the extra manpower to constantly be laundering all these rags, so a laundry service is used to provide fresh clean cloths regularly.	\$ 13,715	\$ -	\$ 13,715	\$ -	\$ -	73650	New Line Item 4/21/22: Please provide a narrative that explains how this strategy addresses a COVID-19 need.
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Kansas CommonApp (2020)

3113-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



QnXkoqng

405_Lyons-ESSER II Change_042722

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 405 - Lyons

Applicant / Mailing Address

| 800 S Workman
| Lyons, KS 67554

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

Applicant / Email Address of Owner, CEO, or Executive Director | bday@usd405.com

Applicant / Phone Number | 6202575196

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) | 48-0726024

Applicant / Website Address (if applicable) | USD405.com

Applicant / Mission Statement (if applicable)

Unified School District 405 will be accountable for providing a balanced quality education in a positive environment where each student will develop into a self-reliant, life-long learner, with the ability to meet society's challenges.

Application details

Full District Name | Unified School District #405-Lyons

District Number | 405

Mailing Address | Street Address | 800 S Workman

Mailing | City | Lyons

Mailing Address | Zip Code | 67554

Authorized Representative of the District | Name | Bill Day

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | bday@usd405.com

Authorized Representative of the District | Phone Number | +16202575196

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

Other District Representative 1 | Email Address | jgoforth@usd405.com

Other District Representative 2 | Email Address | dstrubhar@usd405.com

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

COVID created the need for many unplanned expenditures including personal protective equipment, cleaning supplies and equipment, hygiene supplies, touchless faucets and fountains, extra bus routes, Internet access hot-spots for students, and full-time substitute teachers and a full-time substitute custodian, addressing air quality issues, among other expenditures. The learning loss data for Lyons students is very similar to data from across the country. Although we were remote during the final quarter of 2020 and onsite for nearly all of 2020-21, the disruptions of the Spring shutdown, and Fall and Winter quarantines caused much disruption in the normal ebb and ow of teaching and learning. District-wide our reading learning loss was approximately 5% and the math learning loss was approximately 10%. The impact on our special populations was varied, but in general 2-3% lower than their non-identified peers. However, where 72% of our students qualify for free (469 students) or reduced (68 students) lunches, 45% are racial minority (333 students), 20% are ESL (150 students), and 23% are SPED (169 students), the percent of our students in a special population is 90% (665 unduplicated students).

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

The district put together an ad-hoc committee of special education and regular education teachers, paras, classified staff, administrators, department heads, parents, and a board member to review the district's ESSER I expenditures and remaining COVID-related needs. The committee developed a priority-ordered list of recommendations for the USD 405 Board of Education to consider. The ordered list included after-school and summer school programming, remote- or hybrid-accessible curriculum, additional health and hygiene equipment, air quality issues, home-based supplies for our PAT program, additional support for our Migrant summer program, remotely available ESL language acquisition software, hot-spots for Internet access for students, substitute teacher and substitute custodian wages, FFCRA wages, mental health support for sta and students, social-emotional learning curriculum and professional development, a nurse assistant, cleaning and sanitizing the district-owned band instruments, hiring an additional teacher to help address learning loss, and air scrubbers or other type of air quality improvement devices. Other needs for which adequate funding does not exist through our regular budget or through ESSER I or ESSER II include additional air quality improvements, such as replacing non-opening windows, replacing ventilation fans, air exchanger improvements, replacing inadequate cleaning equipment, replacing carpet, adding a full-time reading recovery teacher at the elementary level, sanitizing and cleaning of district-owned band instruments, and adding cleaning and hygiene chemicals storage cabinets.

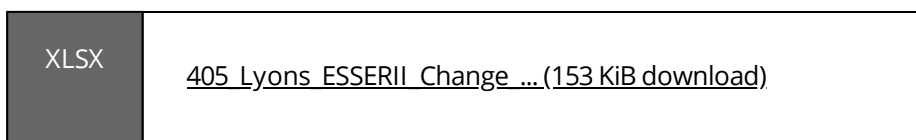
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The greatest impact will be seen in improved assessment scores by recovering a portion of the learning loss through Internet accessible curriculum, after-school programs, and summer programs. Additionally, having a clean and safe environment as well as mental health supports will create a physically and mentally healthier student body and staff with better results in multiple domains.

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

| Bill Day

Date

| 05/02/2022

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

USD	District Name	Data as of
405	Lyons	5/13/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
405-1-001-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST-BUDGETED AMOUNTS certified salaries for after school program	\$ 8,688	\$ 6,393	\$ 2,295	\$ -	\$ -	07E10001180000261	Change Request-was approved for \$6,393 in SFY 2021 and \$1,180 in SFY 2022
405-1-002-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST-BUDGETED AMOUNTS classified salaries for after school program	\$ 8,772	\$ 7,523	\$ 1,249	\$ -	\$ -	07E10001210000261	Change Request-was approved for \$7,523 in SFY 2021 and \$1,249 in SFY 2022
405-1-003-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	certified salaries for summer school program	\$ 3,850	\$ -	\$ 3,850	\$ -	\$ -	07E10001120000261	Approved at 2/8/2022 SB
405-1-004-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	classified salaries for summer school program	\$ 360	\$ -	\$ 360	\$ -	\$ -	07E10001200000261	Approved at 2/8/2022 SB
405-1-005-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS substitute teacher salaries for staff quarantined/absent-Change Request	\$ 59,943	\$ 17,106	\$ 19,417	\$ 23,420	\$ -	07E10001150000261	Change Request-was approved for \$17,106 in SFY 2021, \$16,067 in SFY 2022, \$20,000 in SFY 2023 and 2024

405-1-006-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS salaries for staff who do temperature checks in mornings	\$ 5,117	\$ 4,224	\$ 893	\$ -	\$ -	07E10001170000261	Change Request-was approved for \$4,224 SFY 2021 and \$805 in SFY 2022
405-1-007-20220614	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS health fringe for substitute teachers/temp checkers (prorated)	\$ 7,157	\$ 3,986	\$ 3,171	\$ -	\$ -	07E10002100000261	Change Request-Was approved for \$3,276 in SFY 2021 and \$1,300 in SFY 2022-2024
405-1-008-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST-BUDGETED AMOUNTS FICA/FICM for summer school/after school/subs and temp check salaries	\$ 5,706	\$ 3,276	\$ 2,430	\$ -	\$ -	07E10002200000261	Change Request-Was approved for \$3,276 in SFY 2021 and \$1,300 in SFY 2022-2024
405-1-009-20220614	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST-BUDGETED AMOUNTS Unemployment for summer school/after school/subs and temp check salaries	\$ 76	\$ 45	\$ 31	\$ -	\$ -	07E10002500000261	Change Request-Was approved for \$45 in SFY 2021, \$50 in SFY 2022-2024
405-1-010-20220614	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS Matching retirement for temp checkers	\$ 23	\$ 21	\$ 2	\$ -	\$ -	07E10002920000261	Change Request-Was approved for \$21 in SFY 2021 and \$2 in SFY 2022
405-1-011-20220614	Eligible	Direct Allocation	Instruction	Professional Education Services	10. Providing mental health services and supports	Mental health services for students and staff	\$ 16,000	\$ -	\$ 5,333	\$ 5,333	\$ 5,334	07E10003200000261	Approved at 2/8/2022 SB
405-1-012-20220614	Eligible	Direct Allocation	Instruction	Intereducational, Interagency Purchased Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	software for ESL students/hot spots for students' homes	\$ 56,271	\$ 6,271	\$ 30,000	\$ 20,000	\$ -	07E10005900000261	Approved at 2/8/2022 SB
405-1-013-20220614	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST-BUDGETED AMOUNTS math(FY21)/reading(FY21)/social studies(FY22) curriculum to address learning loss and supplies for parents as teachers and migrant programs	\$ 11,649	\$ 3,088	\$ 8,561	\$ -	\$ -	07E10006010000261	Change Request-Was approved for \$3,088 in SFY 2021 and \$7,227 in SFY 2022

405-1-014-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST-BUDGETED AMOUNTS supplies for summer school	\$ 299	\$ 62	\$ 237	\$ -	\$ -	07E10006100000261	Approved at 2/8/2022 SB
405-1-015-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	cleaning & sanitizing of district-owned band instruments	\$ 34,000	\$ -	\$ 11,334	\$ 11,333	\$ 11,333	07E10006110000261	Approved at 2/8/2022 SB
405-1-016-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST-BUDGETED AMOUNTS supplies for after school program	\$ 800	\$ 752	\$ 48	\$ -	\$ -	07E10006120000261	Change Request-Was approved for \$752 in SFY 2021
405-1-017-20220614	Eligible	Direct Allocation	Instruction	Property	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS equipment, licenses, & PD for distance learning through RUS grant	\$ 1,147	\$ 1,147	\$ -	\$ -	\$ -	07E1000700000261	Change Request-Was approved for \$1,147 in SFY 2021
405-1-018-20220614	Eligible	Direct Allocation	Health Services	Other Supplies and Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	miscellaneous nurse supplies-masks/thermometers, etc.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	07E21306190000261	Approved at 2/8/2022 SB
405-1-019-20220614	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	hiring additional custodian to assist with sanitizing, cleaning	\$ 25,000	\$ 5,544	\$ 19,456	\$ -	\$ -	07E26001220000261	Approved at 2/8/2022 SB
405-1-020-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	health fringe for additional custodian	\$ 7,200	\$ 244	\$ 6,956	\$ -	\$ -	07E26002100000261	Approved at 2/8/2022 SB

405-1-021-20220614	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	FICA/FICM for additional custodian	\$ 1,910	\$ 460	\$ 1,450	\$ -	\$ -	07E260022 00000261	Approved at 2/8/2022 SB
405-1-022-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for additional custodian	\$ 25	\$ 6	\$ 19	\$ -	\$ -	07E260025 00000261	Approved at 2/8/2022 SB
405-1-023-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	CHANGE REQUEST-BUDGETED AMOUNTS indoor air quality study(FY21)/window replacement at Park Elementary(FY22) and Rice County Learning Center(FY21)	\$ 3,282	\$ 3,282	\$ -	\$ -	\$ -	07E260043 00000261	Change Request-\$3,282 in SFY 2021
405-1-024-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS FFCRA wages paid to staff who are quarantined and/or covid positive-line items vary based on individual staff	\$ 48,244	\$ 9,977	\$ 38,267	\$ -	\$ -	07E100011 60000261	Change Request-\$9,977 in SFY 2021 and \$20,000 in SFY 2022
405-1-025-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST-BUDGETED AMOUNTS time used to review student data, disaggregate it, look for patterns, determine solutions to trouble areas, set goals and create action plans; also used for training on new math curriculum as well as other software programs	\$ 17,654	\$ 9,206	\$ 8,448	\$ -	\$ -	07E100011 30000261	Change Request-Was approved for \$9,206 in SFY 2021 and \$8,448 in SFY 2022
405-1-026-20220614	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST-BUDGETED AMOUNTS This is for PAT supplies so that parents will have them on hand when in-person visits cannot be made due to illness or quarantine of PAT staff or the families being served. Because families will have the supplies on hand, the PAT visits can take place virtually.	\$ 1,090	\$ 1,090	\$ -	\$ -	\$ -	07E210061 00000261	Change Request-Was approved for \$1,090 in SFY 2021

405-1-027-20220614	Eligible	Direct Allocation	Vehicle Operation	Gasoline	2. Coordination of COVID-19 preparedness and response efforts	CHANGE REQUEST-BUDGETED AMOUNTS One of our mitigation efforts is conducting the saliva test for staff and students who are close contacts to COVID positive individuals. We are 80 miles from the lab in Wichita and the specimens have to be transported daily when they are taken. When we take specimens to Wichita, this line item will cover the wages of those transporting the specimens to the lab and the fuel for the vehicles. The vehicle fuel is filled up before each trip and immediately after each trip to keep an accurate accounting of the fuel used for test specimen transport.	\$ 150	\$ -	\$ 150	\$ -	\$ -	07E271162 70018261	Change Request- Was approved for \$150 in SFY 2022
405-1-028-20220614	Eligible	Direct Allocation	Other Student Transportation Services	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	CHANGE REQUEST-BUDGETED AMOUNTS salaries for staff to take tests to Wichita-new item	\$ 269	\$ 56	\$ 213	\$ -	\$ -	06E279012 10018261	Change Request-Was approved for \$56 in SFY 2021 and \$214 in SFY 2022
405-1-029-20220614	Eligible	Direct Allocation	Other Student Transportation Services	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	CHANGE REQUEST-BUDGETED AMOUNTS FICA/FICM for salaries for test transport-new item	\$ 19	\$ 4	\$ 15	\$ -	\$ -	06E279022 00018261	Change Request-Was approved for \$4 in SFY 2021 and \$15 in SFY 2022
405-1-030-20220614	Eligible	Direct Allocation	Other Student Transportation Services	Other Employee Benefits	2. Coordination of COVID-19 preparedness and response efforts	CHANGE REQUEST-BUDGETED AMOUNTS Unemployment for salaries for test transport-new items	\$ 0	\$ -	\$ 0	\$ -	\$ -	06E279025 00018261	Change Request-Was approved for \$1 in SFY 2022
405-1-031-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	CHANGE REQUEST-NEW EXPENSE indoor air quality improvements	\$ 431,282	\$ -	\$ 215,641	\$ 215,641	\$ -	07E260046 00000261	Change Request-Was approved for \$215,641 in SFY 2022 and 2023

Kansas CommonApp (2020)

3117-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



vVIXNMzQ

444_Little_River_ESSER_II Plan_0615_Revised_050422 Change Request

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 444 Little River

Applicant / Mailing Address

| PO Box 218, Little River, KS 67457-0218

Applicant / First and Last Name of Owner, CEO, or Executive Director | Marsha Heinly

Applicant / Email Address of Owner, CEO, or Executive Director | mheinly@usd444.com

Applicant / Phone Number | 620-897-6325

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) | 48-0720251

Applicant / Website Address (if applicable) | www.usd444.com

Applicant / Mission Statement (if applicable)

The mission of USD #444 is to prepare students with thinking and reasoning skills so they may become functioning and responsible citizens.

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

[Download Form W-9](#)

PDF	USD 444 W-9 Signed Copy 9... (57 KiB download)
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Application details

Full District Name	Little River
District Number	444
Mailing Address Street Address	455 west prairie ave
Mailing City	Little River
Mailing Address Zip Code	67457
Authorized Representative of the District Name	Brent Garrison
Authorized Representative of the District Position or Title	superintendent of schools",
Authorized Representative of the District Email Address	bgarrison@usd444.com
Authorized Representative of the District Phone Number	+116208976324
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	mheinly@usd444.com

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

COVID-19 impacted our schools in a variety of ways and will continue to impact us in the future as we work to educate all students. Little River and Windom schools serve nearly 300 students annually. Fortunately as a small rural school, we were able to attend in person for the majority of the year with only a few days of remote learning during the 2020-21 school year. However, despite being able to attend in person, COVID-19 has still had an adverse impact on the community and our schools. Parents, staff members, and students were all impacted in a way that resulted in learning loss of students, additional stress and workload for staff members, and many additional social and emotional needs within our student body. USD 444 saw a dramatic increase in the social and emotional needs of our students based on the stress of the pandemic. We plan to

address those needs with additional support for the coming year to better meet the needs of our staff, students, and our families. Additional support and time by staff will be needed this school year to examine data to determine learning loss and to determine the interventions needed for those that were most affected by the pandemic.

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

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

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

USD 444 plans to use ESSER II funds in a variety of ways to benefit our students. One of the hardest hit areas for our district was the social and emotional effect that the pandemic had on our students and families. Due to limited funding, the district has not been able to fund our counseling department to the full capacity. These funds will allow us to fully fund and give our students the social and emotional support needed with an additional part time social worker and/or counselor for the 2021-2022 school year. USD 444 plans to purchase some additional technology to upgrade our current software and hardware to better serve students in person as well as remote, if needed. This technology will better facilitate student learning. Funds will be used to give teachers updated computers as well as some student computers, software programs to meet the needs of students with learning loss, and other accessories. Professional Development for students and staff related to trauma informed, mental health awareness, and for learning loss will be implemented and used for the school year. We will use funds to pay for hazard pay or premium pay for the employees that have and continue to go above and beyond normal expected duties. Additional teacher aides will be used to assist teachers as well as support staff specifically to address learning loss at the Pre-K-6 building. USD 444 plans to hire an additional support staff member just for those students that have a learning loss. This teacher was used in the past to reduce class size, but now will be serving in an additional support role at Windom Elementary. Other uses of the funds will be to supply and sanitize the building with updated equipment and supplies needed to keep students and staff stay safe

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

As with many measures it may be difficult to monitor and determine the impact of additional funding on student learning and the social and emotional well being. Some data can and will be collected to see the improvement in the students well being with the support needed at school. A piece of that data is the informal data observed by staff on a daily basis. With the use of an additional support teacher at the elementary, we can measure the growth of the students that she works with throughout the year. Other measures will be based on the safety of our buildings to keep teachers and students safe with proper cleaning supplies, materials, and the support staff to assure we are getting the building sanitized and cleaned in the way it should be to maintain school

Notes on ESSER II application Excel template:

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

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

XLSX	444 Little River ESSER II...(156 KiB download)
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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 | Brent Garrison

Date | 05/04/2022

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

USD	District Name	Data as of
444	Little River	5/27/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
444-1-001-20220614	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium/Hazard Pay due to extra time preparing/teaching students continuing to go above and beyond normal expected duties for 25 teachers receiving \$600 net pay each with an estimated December 2021 pay date, pending approval, and additional staff needed to help those students who have learning loss due to the pandemic	\$ 23,607	\$ -	\$ 23,607	\$ -	\$ -	72196	Change Request: Previously approved for \$21,772 SFY 2022 at the 9/14/2021 State Board Meeting. Per applicant, Additional Duties - After hour pay for preparing lessons for those quarantined due to COVID-19; Cleaning and disinfecting rooms on a regular basis for safety; Extra time for students who have missed with COVID-19 related illnesses; Extra time associated with covering morning and after school duties related to social distancing guidelines. Staff are aware, and agree to perform, the extra duties.
444-1-002-20220614	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium/Hazard Pay for 4 teacher aides receiving \$600 net pay each with an estimated December 2021 pay date, pending approval, due to extra time helping teachers prepare/teach students as well as going above and beyond normal expected duties and additional staff needed to help those students who have learning loss due to the pandemic.	\$ 4,842	\$ -	\$ 4,842	\$ -	\$ -	72197	Change Request: Previously approved for \$4,726 SFY 2022 at the 9/14/2021 State Board Meeting. Per applicant, Additional Duties - After hour pay for preparing lessons for those quarantined due to COVID-19; Cleaning and disinfecting rooms on a regular basis for safety; Extra time for students who have missed with COVID-19 related illnesses; Extra time associated with covering morning and after school duties related to social distancing guidelines. Staff are aware, and agree to perform, the extra duties.

444-1-003-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer paid FICA contributions for teachers (26) and teacher aides(4) due to extra time preparing/teaching students as well as going above and beyond normal expected duties and additional staff needed to help those students who have learning loss due to the pandemic.	\$ 2,199	\$ -	\$ 2,199	\$ -	\$ -	72198	Change Request: Previously approved for \$2,012 SFY 2022 at the 9/14/2021 State Board Meeting.
444-1-004-20220614	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment costs for teachers (26) and teacher aides (4) due to extra time preparing/teaching students as well as going above and beyond normal expected duties and additional staff needed to help those students who have learning loss due to the pandemic.	\$ 29	\$ -	\$ 29	\$ -	\$ -	72199	Change Request: Previously approved for \$26 SFY 2022 at the 9/14/2021 State Board Meeting.
444-1-005-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	To help students with learning loss due to the pandemic.	\$ 1,685	\$ -	\$ 1,685	\$ -	\$ -	72400	Change Request: Previously approved for \$1,190 SFY 2022 at the 9/14/2021 State Board Meeting. Per applicant, The purchase of eSpark Learning was related to COVID. COVID-19 obviously affected classroom instruction and therefore student learning. Apparent learning gaps have occurred with students, unfortunately, and requires teachers to teach differently to meet the needs of all students. It is necessary that teachers utilize different resources to help close some of those learning gaps that have occurred due to COVID and remote learning. eSpark is a program that can benefit students and teachers, whether in the classroom setting or at home. eSpark provides an easy way to assess and meet students where they are with their specific needs in math and reading. It makes differentiation easy for teachers and engaging for students. Individualized instruction has never been so accessible. eSpark allows for extended learning with personalized adaptive pathways. At any time, your students can also work on their own unique reading or math "Quest" that automatically assigns adaptive lessons at their level and pace.

444-1-006-20220614	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	To provide updated technology, software, programs and accessories for teachers and students in order to continue 1:1.	\$ 22,887	\$ -	\$ 22,887	\$ -	\$ -	72500 & 72501	Change Request: Previously approved for \$27,699 SFY 2022 at the 9/14/2021 State Board Meeting. Per narrative, USD 444 plans to purchase some additional technology to upgrade our current software and hardware to better serve students in person as well as remote, if needed. This technology will better facilitate student learning. Funds will be used to give teachers updated computers as well as some student computers, software programs to meet the needs of students with learning loss, and other accessories.
444-1-007-20220614	Eligible	Direct Allocation	Guidance Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Hiring of additional counseling staff to help with social/emotional support. Also Premium/Hazard Pay for current counselors (2) receiving net pay of \$500.00 each to be with an estimated payment date of December 2021, pending approval, for continuing to go above and beyond normal expected duties.	\$ 24,152	\$ -	\$ 24,152	\$ -	\$ -	72550 and 72551	Approved at the 9/14/2021 State Board Meeting. Per narrative, Due to limited funding, the district has not been able to fund our counseling department to the full capacity. These funds will allow us to fully fund and give our students the social and emotional support needed with an additional part time social worker and/or counselor for the 2021-2022 school year. Per applicant, Additional Duties - After hour pay for preparing lessons for those quarantined due to COVID-19; Cleaning and disinfecting rooms on a regular basis for safety; Extra time for students who have missed with COVID-19 related illnesses; Extra time associated with covering morning and after school duties related to social distancing guidelines.
444-1-008-20220614	Eligible	Direct Allocation	Guidance Services	Social Security Contributions	10. Providing mental health services and supports	Employer paid FICA contributions for hiring of additional counseling staff to help with social/emotional support. Also Premium/Hazard Pay for current counselors (2) with an estimated December 2021 payroll date, pending approval, for continuing to go above and beyond normal expected duties.	\$ 2,003	\$ -	\$ 2,003	\$ -	\$ -	72552 and 72553	Approved at the 9/14/2021 State Board Meeting.
444-1-009-20220614	Eligible	Direct Allocation	Guidance Services	Other Employee Benefits	10. Providing mental health services and supports	Unemployment costs for hiring of additional counseling staff to help with social/emotional support. Also Premium/Hazard Pay for current counselors (2) for continuing to go above and beyond normal expected duties.	\$ 26	\$ -	\$ 26	\$ -	\$ -	72554 and 72555	Approved at the 9/14/2021 State Board Meeting.

444-1-010-20220614	Eligible	Direct Allocation	Health Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Increasing of district school nurse hours to provide support to staff and students as well as Premium/Hazard Pay for 1 nurse in the amount of \$500.00 net pay, with estimated pay date of December 2021, pending approval, for continuing to go above and beyond normal expected duties.	\$ 3,560	\$ -	\$ 3,560	\$ -	\$ -	72558	Approved at the 9/14/2021 State Board Meeting. Per applicant, Additional Duties - After hour pay for preparing lessons for those quarantined due to COVID-19; Cleaning and disinfecting rooms on a regular basis for safety; Extra time for students who have missed with COVID-19 related illnesses; Extra time associated with covering morning and after school duties related to social distancing guidelines.
444-1-011-20220614	Eligible	Direct Allocation	Health Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer paid FICA contributions for increasing of district school nurse (1) hours to provide support to staff and students as well as Premium/Hazard Pay for continuing to go above and beyond normal expected duties.	\$ 295	\$ -	\$ 295	\$ -	\$ -	72559	Approved at the 9/14/2021 State Board Meeting.
444-1-012-20220614	Eligible	Direct Allocation	Health Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment costs for increasing of district school nurse (1) hours to provide support to staff and students as well as Premium/Hazard Pay for continuing to go above and beyond normal expected duties.	\$ 4	\$ -	\$ 4	\$ -	\$ -	72560	Approved at the 9/14/2021 State Board Meeting.
444-1-013-20220614	Eligible	Direct Allocation	Health Services	General Supplies and Materials (includes computer software)	2. Coordination of COVID-19 preparedness and response efforts	To provide masks for students and staff as well as purchasing COVID testing kits and first aid kits to continue keep our students and staff safe.	\$ 143	\$ -	\$ 143	\$ -	\$ -	72561 and 72562	Change Request: Previously approved for \$5,325 SFY 2022 at the 9/14/2021 State Board Meeting.
444-1-014-20220614	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium/Hazard Pay for 1 staff member in the amount of \$600.00 net pay, with an estimated pay date of December 2021, pending approval, for continuing to go above and beyond normal expected duties.	\$ 695	\$ -	\$ 695	\$ -	\$ -	72563	Change Request: Previously approved for \$545 SFY 2022 at the 9/14/2021 State Board Meeting. Per applicant, Additional Duties - After hour pay for preparing lessons for those quarantined due to COVID-19; Cleaning and disinfecting rooms on a regular basis for safety; Extra time for students who have missed with COVID-19 related illnesses; Extra time associated with covering morning and after school duties related to social distancing guidelines. Staff are aware, and agree to perform, the extra duties.

444-1-015-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer paid FICA contributions for Premium/Hazard Pay for 1 staff member for continuing to go above and beyond normal expected duties.	\$ 53	\$ -	\$ 53	\$ -	\$ -	72564	Change Request: Previously approved for \$44 SFY 2022 at the 9/14/2021 State Board Meeting.
444-1-016-20220614	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment costs for Premium/Hazard Pay for 1 staff member for continuing to go above and beyond normal expected duties.	\$ 1	\$ -	\$ 1	\$ -	\$ -	72565	Approved at the 9/14/2021 State Board Meeting.
444-1-017-20220614	Eligible	Direct Allocation	Support Services - General Administration	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium/Hazard Pay for 1 staff member in the amount of \$600.00 net pay, with an estimated pay date of December 2021, pending approval, for continuing to go above and beyond normal expected duties.	\$ 695	\$ -	\$ 695	\$ -	\$ -	72567	Change Request: Previously approved for \$545 SFY 2022 at the 9/14/2021 State Board Meeting. Per applicant, Additional Duties - After hour pay for preparing lessons for those quarantined due to COVID-19; Cleaning and disinfecting rooms on a regular basis for safety; Extra time for students who have missed with COVID-19 related illnesses; Extra time associated with covering morning and after school duties related to social distancing guidelines. Staff are aware, and agree to perform, the extra duties.
444-1-018-20220614	Eligible	Direct Allocation	Support Services - General Administration	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium/Hazard Pay for 1 staff member in the amount of \$600.00 net pay, with an estimated pay date of December 2021, pending approval, for continuing to go above and beyond normal expected duties.	\$ 695	\$ -	\$ 695	\$ -	\$ -	72568	Change Request: Previously approved for \$545 SFY 2022 at the 9/14/2021 State Board Meeting. Per applicant, Additional Duties - After hour pay for preparing lessons for those quarantined due to COVID-19; Cleaning and disinfecting rooms on a regular basis for safety; Extra time for students who have missed with COVID-19 related illnesses; Extra time associated with covering morning and after school duties related to social distancing guidelines. Staff are aware, and agree to perform, the extra duties.
444-1-019-20220614	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	Employer paid FICA contributions for Premium/Hazard Pay for (2) staff members continuing to go above and beyond normal expected duties.	\$ 106	\$ -	\$ 106	\$ -	\$ -	72569	Change Request: Previously approved for \$92 SFY 2022 at the 9/14/2021 State Board Meeting.

444-1-020-20220614	Eligible	Direct Allocation	Support Services - General Administration	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment costs for Premium/Hazard Pay for (2) staff members for continuing to go above and beyond normal expected duties.	\$ 1	\$ -	\$ 1	\$ -	\$ -	72570	Approved at the 9/14/2021 State Board Meeting.
444-1-021-20220614	Eligible	Direct Allocation	Support Services - School Administration	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium/Hazard Pay for 2 staff members in the amount of \$500.00 net pay, with an estimated pay date of December 2021, pending approval, continuing to go above and beyond normal expected duties.	\$ 1,390	\$ -	\$ 1,390	\$ -	\$ -	72571	Change Request: Previously approved for \$1,090 SFY 2022 at the 9/14/2021 State Board Meeting. Per applicant, Additional Duties - After hour pay for preparing lessons for those quarantined due to COVID-19; Cleaning and disinfecting rooms on a regular basis for safety; Extra time for students who have missed with COVID-19 related illnesses; Extra time associated with covering morning and after school duties related to social distancing guidelines. Staff are aware, and agree to perform, the extra duties.
444-1-022-20220614	Eligible	Direct Allocation	Support Services - School Administration	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium/Hazard Pay for 3 staff members in the amount of \$600.00 net pay, with an estimated pay date of December 2021, pending approval, for continuing to go above and beyond normal expected duties.	\$ 2,085	\$ -	\$ 2,085	\$ -	\$ -	72572	Change Request: Previously approved for \$1,635 SFY 2022 at the 9/14/2021 State Board Meeting. Per applicant, Additional Duties - After hour pay for preparing lessons for those quarantined due to COVID-19; Cleaning and disinfecting rooms on a regular basis for safety; Extra time for students who have missed with COVID-19 related illnesses; Extra time associated with covering morning and after school duties related to social distancing guidelines. Staff are aware, and agree to perform, the extra duties.
444-1-023-20220614	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer paid FICA contributions for Premium/Hazard Pay for (5) staff members continuing to go above and beyond normal expected duties.	\$ 266	\$ -	\$ 266	\$ -	\$ -	72573	Change Request: Previously approved for \$222 SFY 2022 at the 9/14/2021 State Board Meeting.
444-1-024-20220614	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment costs for Premium/Hazard Pay for (5) staff members for continuing to go above and beyond normal expected duties.	\$ 3	\$ -	\$ 3	\$ -	\$ -	72574	Approved at the 9/14/2021 State Board Meeting.

444-1-025-20220614	Eligible	Direct Allocation	Central Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium/Hazard Pay for 1 staff member in the amount of \$600.00 net pay, with an estimated pay date of December 2021, pending approval, for continuing to go above and beyond normal expected duties.	\$ 695	\$ -	\$ 695	\$ -	\$ -	72577	Change Request: Previously approved for \$545 SFY 2022 at the 9/14/2021 State Board Meeting. Per applicant, Additional Duties - After hour pay for preparing lessons for those quarantined due to COVID-19; Cleaning and disinfecting rooms on a regular basis for safety; Extra time for students who have missed with COVID-19 related illnesses; Extra time associated with covering morning and after school duties related to social distancing guidelines. Staff are aware, and agree to perform, the extra duties.
444-1-026-20220614	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer paid FICA contributions for Premium/Hazard Pay (1) staff member for continuing to go above and beyond normal expected duties.	\$ 53	\$ -	\$ 53	\$ -	\$ -	72578	Change Request: Previously approved for \$45 SFY 2022 at the 9/14/2021 State Board Meeting.
444-1-027-20220614	Eligible	Direct Allocation	Central Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment costs for Premium/Hazard Pay for (1) staff member for continuing to go above and beyond normal expected duties.	\$ 1	\$ -	\$ 1	\$ -	\$ -	72579	Approved at the 9/14/2021 State Board Meeting.
444-1-028-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium/Hazard Pay for 3 staff members in the amount of \$600.00 net pay, with an estimated pay date of December 2021, pending approval,for continuing to go above and beyond normal expected duties.	\$ 1,390	\$ -	\$ 1,390	\$ -	\$ -	72580	Change Request: Previously approved for \$1,635 SFY 2022 at the 9/14/2021 State Board Meeting.Per applicant, Additional Duties - After hour pay for preparing lessons for those quarantined due to COVID-19; Cleaning and disinfecting rooms on a regular basis for safety; Extra time for students who have missed with COVID-19 related illnesses; Extra time associated with covering morning and after school duties related to social distancing guidelines. Staff are aware, and agree to perform, the extra duties.
444-1-029-20220614	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	Employer paid FICA contributions for Premium/Hazard Pay for (3) staff members for continuing to go above and beyond normal expected duties.	\$ 106	\$ -	\$ 106	\$ -	\$ -	72581	Change Request: Previously approved for \$140 SFY 2022 at the 9/14/2021 State Board Meeting.

444-1-030-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment costs for Premium/Hazard Pay for (3) staff members for continuing to go above and beyond normal expected duties.	\$ 1	\$ -	\$ 1	\$ -	\$ -	72582	Approved at the 9/14/2021 State Board Meeting.
444-1-031-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Disinfectant for disinfecting of the school buildings to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	\$ 1,351	\$ -	\$ 1,351	\$ -	\$ -	72583 and 72584	Change Request: Previously approved for \$10,547 SFY 2022 at the 9/14/2021 State Board Meeting.
444-1-032-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase professional cleaners to help with disinfecting of the school building to reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs.	\$ 15,999	\$ -	\$ 15,999	\$ -	\$ -	72650	Change Request: Previously approved for \$3,340 SFY 2022 at the 9/14/2021 State Board Meeting. Per applicant, The professional cleaner is an EDIC CR2 17 gallon touch-free professional bathroom cleaner.
444-1-033-20220614	Eligible	Direct Allocation	Vehicle Operation	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium/Hazard Pay for 5 staff members in the amount of \$600.00 net pay, with an estimated pay date of December 2021, pending approval, for continuing to go above and beyond normal expected duties.	\$ 2,757	\$ -	\$ 2,757	\$ -	\$ -	72588	Change Request: Previously approved for \$2,725 SFY 2022 at the 9/14/2021 State Board Meeting. Per applicant, Additional Duties - After hour pay for preparing lessons for those quarantined due to COVID-19; Cleaning and disinfecting rooms on a regular basis for safety; Extra time for students who have missed with COVID-19 related illnesses; Extra time associated with covering morning and after school duties related to social distancing guidelines. Staff are aware, and agree to perform, the extra duties.
444-1-034-20220614	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer paid FICA contributions for (5) staff members for Premium/Hazard Pay for continuing to go above and beyond normal expected duties.	\$ 211	\$ -	\$ 211	\$ -	\$ -	72589	Change Request: Previously approved for \$226 SFY 2022 at the 9/14/2021 State Board Meeting.
444-1-035-20220614	Eligible	Direct Allocation	Vehicle Operation	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment costs for Premium/Hazard Pay for (5) staff members for continuing to go above and beyond normal expected duties.	\$ 3	\$ -	\$ 3	\$ -	\$ -	72590	Approved at the 9/14/2021 State Board Meeting.

444-1-036-20220614	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium/Hazard Pay for 4 staff members in the amount of \$600.00 net pay, with an estimated pay date of December 31, 2021, pending approval, for continuing to go above and beyond normal expected duties.	\$ 2,734	\$ -	\$ 2,734	\$ -	\$ -	72597 and 72598	Change Request: Previously approved for \$2,180 SFY 2022 at the 9/14/2021 State Board Meeting. Per applicant, Additional Duties - After hour pay for preparing lessons for those quarantined due to COVID-19; Cleaning and disinfecting rooms on a regular basis for safety; Extra time for students who have missed with COVID-19 related illnesses; Extra time associated with covering morning and after school duties related to social distancing guidelines. Staff are aware, and agree to perform, the extra duties.
444-1-037-20220614	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer paid FICA contributions for Premium/Hazard Pay for (4) staff members for continuing to go above and beyond normal expected duties.	\$ 209	\$ -	\$ 209	\$ -	\$ -	72599 and 72600	Change Request: Previously approved for \$89 SFY 2022 at the 9/14/2021 State Board Meeting.
444-1-038-20220614	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment costs for Premium/Hazard Pay for (4) staff members for continuing to go above and beyond normal expected duties.	\$ 3	\$ -	\$ 3	\$ -	\$ -	72601 and 72602	Approved at the 9/14/2021 State Board Meeting.
444-1-039-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Purchase additional tables in order to continue with the proper distance between students during meal times.	\$ 2,058	\$ -	\$ 2,058	\$ -	\$ -	72587 - New Line Item	New Line Item; Information requested and applicant responded via email: We purchased 16 Lifetime 8" commercial grade Folding Tables and 2 carts to hold these folding tables for a total of \$2,057.68.

Kansas CommonApp (2020)

2859-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



VzpQjmXB

480_Liberal_ESSER II_Change_2

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 480

Applicant / Mailing Address

| PO Box 949
| Liberal, KS 67905

Applicant / First and Last Name of Owner, CEO, or Executive Director | Todd Carter

Applicant / Email Address of Owner, CEO, or Executive Director | essr480@usd480.net

Applicant / Phone Number | 620-604-1010

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

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

Application details

Full District Name | Liberal USD 480

District Number | 480

Mailing Address Street Address	PO Box 949
Mailing City	Liberal
Mailing Address Zip Code	67905
Authorized Representative of the District Name	Dr. Todd Carter
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	todd.carter@usd480.net
Authorized Representative of the District Phone Number	+16206041010
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jerry.clay@usd480.net
Other District Representative 2 Email Address	lana.evans@usd480.net

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

The 20-21 school year data for our elementary children shows the percentage of Tier 3 students ranges from 30-40% of the total student population. Intervention data for middle schools shows improvement, however we are not experiencing the projected gains in our MAP scores. We have seen high school truancy double, in addition to the number of students receiving failing grades in middle and high school as a result of the pandemic. Student populations that have been disproportionately impacted by COVID-19 included low income (3780), English Learners (2,520), and students with disabilities (540).

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

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

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.
 Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

We are submitting Change Request # 2 as a result of moving Summer School and supplemental learning and engagement activities from ESSER II to ESSER III to meet the 20% Learning Loss requirements. We have added additional professional development and math programs as an intervention for the negative impact COVID-19 presented to the District. ESSER II will be used for evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction. ESSER II will be used to support activities that address the unique needs of vulnerable student populations including providing information and assistance to parents and families and specifically addressing mental health needs. Additionally, the District has been challenged with increased stress and burnout for its educators and support staff. In an effort to negate the organizational decline, we have included employee retention pay in this application.

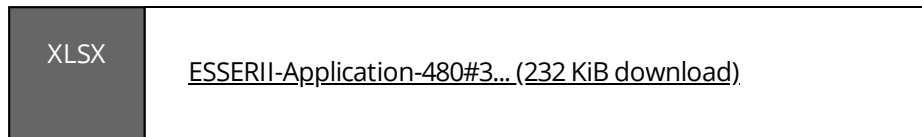
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

MAP Growth is used for academic universal screening and progress monitoring. Other assessment tools and interventions such as Dibels, Amplify (reading), iReady (math), and MAP Accelerator are used for additional diagnostics and monitoring. The high school uses TABE Locator as a screener and the full TABE for Tier 3 intervention planning. The middle schools and high school assess and track common essential learning outcomes. Personalized learning plans for each student are adjusted on a two week cycle. Social-emotional learning data is tracked through student surveys and curriculum assessments. We also track our social worker and counselor contacts with students. Attendance, grades, behavior, parent contacts and parent engagement are additional measures.

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 | Dr. Todd Carter

Date | 03/18/2022

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

USD	District Name	Data as of
480	Liberal	5/20/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
480-1-001-20220614	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 61 staff - 20 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 140,061	\$ 132,061	\$ 8,000	\$ -	\$ -	46-02-1000-1110-00	Change Request- Was \$132,061 SFY 2021, \$73,000 fpr SFY 2022, \$135,000 fpr SFY 2023, and \$67,500. Per applicant, Summer school requests reflect additional year requests after reviewing 2021 costs and effectiveness.
480-1-002-20220614	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 4 Staff - 18 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 8,900	\$ 5,400	\$ 3,500	\$ -	\$ -	46-02-1000-1212-00	Change Request- Was \$5,400 SFY 2021, \$8,000 in SFY 2022, \$8,000 in SFY 2023, and \$3,000 in SFY 2024.
480-1-003-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 12,016	\$ 10,516	\$ 1,500	\$ -	\$ -	46-02-1000-2200-00	Change Request- Was approved for 10,515.77 in SFY 2021, \$6,000 in SFY 2022, \$11,000 in SFY 2023, and \$5,500 in SFY 2024
480-1-004-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 206	\$ 206	\$ -	\$ -	\$ -	46-02-1000-2500-00	Change Request- Was approved for \$206,19 in SFY 2021, \$100 in SFY 2022, \$200 in SFY 2023, and \$70 in SFY 2024

480-1-005-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 6,000	\$ 500	\$ 2,500	\$ 2,000	\$ 1,000	46-02-2600-4110-00	Change Request- Was approved for \$500 in SFY 2021, \$3,000 in SFY 2022, \$2,500 in SFY 2023, and \$1,500 in SFY 2024
480-1-006-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 3,890	\$ 750	\$ 3,140	\$ -	\$ -	46-02-2600-6180-00	Approved at 6/9/2022 State Board Meeting
480-1-007-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request gas utility bill for summer learning	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-02-2600-6210-00	Approved at 6/9/2022 State Board Meeting
480-1-008-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request electric bill for summer learning	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	46-02-2600-6220-00	Change Request- Was approved for \$10,000 in SFY 2021 and \$5,000 in SFY 2023
480-1-009-20220614	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 12 Staff June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 46,000	\$ 40,000	\$ 6,000	\$ -	\$ -	46-03-1000-1110-00	Change Request- Was approved for \$51,134 in SFY 2021, \$63,500 in SFY 2022, \$76,000 in SFY 2023, and \$37,500 in SFY 2024
480-1-010-20220614	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 9 Staff June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 8,975	\$ 8,975	\$ -	\$ -	\$ -	46-03-1000-1212-00	Change Request-Was approved for \$20,563 in SFY 2021, \$2,000 in SFY 2022, \$15,000 in SFY 2023, and \$7,500 in SFY 2024

480-1-011-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 4,438	\$ 3,747	\$ 691	\$ -	\$ -	46-03-1000-2200-00	Change Request- Was approved for \$5,484.82 in SFY 2021, \$5,000 in SFY 2022, \$7,000 in SFY 2023, and \$3,500 in SFY 2024
480-1-012-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 82	\$ 73	\$ 9	\$ -	\$ -	46-03-1000-2500-00	Change Request- Was approved for \$107.55 in SFY 2021, \$55 in SFY 2022, \$135 in SFY 2023, and \$70 in SFY 2024
480-1-013-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Change Request Instructional materials for summer learning and enrichment.	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-03-1000-6190-49	Change Request- Was approved for \$2,500 in SFY 2021
480-1-014-20220614	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1 staff - June 16 days Coordinator for summer learning and enrichment	\$ 6,000	\$ 4,000	\$ 2,000	\$ -	\$ -	46-03-2400-1110-00	Change Request- Was approved for \$2,800 in SFY 2021, \$4,200 in SFY 2022, \$5,000 in SFY 2023, and \$2,500 in SFY 2024
480-1-015-20220614	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 Staff - June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,320	\$ 1,320	\$ -	\$ -	\$ -	46-03-2400-1211-00	Change Request- Was approved for \$1,500 in SFY 2021
480-1-016-20220614	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 607	\$ 407	\$ 200	\$ -	\$ -	46-03-2400-2200-00	Change Request- Was approved for \$328.95 in SFY 2021, \$200 in SFY 2022, \$400 in SFY 2023, and \$200 in SFY 2024

480-1-017-20220614	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 10	\$ 8	\$ 2	\$ -	\$ -	46-03-2400-2500-00	Change Request -Was approved for \$6.45 in SFY 2021, \$4.00 in SFY 2022, \$7.00 in SFY 2023, \$3.00 IN sfy 2024
480-1-018-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Water bill for summer learning	\$ 3,500	\$ 500	\$ 3,000	\$ -	\$ -	46-03-2600-4110-00	Change Request- Was \$500 in SFY 2021, \$1,500 in SFY 2022, \$1,500 om SFY 2023, and \$750 in SFY 2024
480-1-019-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 4,250	\$ 750	\$ 3,500	\$ -	\$ -	46-03-2600-6180-00	Change Request- Was approved for \$328.95 in SFY 2021, \$200 in SFY 2022, \$400 in SFY 2023, and \$200 in SFY 2024
480-1-020-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Gas utility bill for summer learning	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-03-2600-6210-00	Change Request- Was \$500 in SFY 2021 and \$500 in SFY 2022
480-1-021-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Electric bill for summer learning	\$ 6,000	\$ 6,000	\$ -	\$ -	\$ -	46-03-2600-6220-00	Change Request- Wa approved for \$5,000 in SFY 2021 and \$5,000 in SFY 2022
480-1-022-20220614	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 16 Staff - 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 78,634	\$ 51,134	\$ 27,500	\$ -	\$ -	46-04-1000-1110-00	Change Request- Was approved for \$18,000 in SFY 2021, \$24,250 in SFY 2022, \$28,000 in SFY 2023, and \$14,000 in SFY 2024

480-1-023-20220614	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request - 17 Staff - 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 15,563	\$ 15,563	\$ -	\$ -	\$ -	46-04-1000-1212-00	Change Request-Was approved \$5,000 in SFY 2021, \$10,000 in SFY 2022, \$10,000 in SFY 2023, and \$5,000 in SFY 2024
480-1-024-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 7,985	\$ 5,102	\$ 2,883	\$ -	\$ -	46-04-1000-2200-00	Change Request- Was approved for \$1,759.50 in SFY 2021, \$2,620.13 in SFY 2022, \$2,900 in SFY 2023, and \$1,450 in SFY 2024
480-1-025-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 113	\$ 100	\$ 13	\$ -	\$ -	46-04-1000-2500-00	Change Request- Was approved for \$34.50 in SFY 2021, \$51.38 in SFY 2022, \$50 in SFY 2023, and \$20 in SFY 2024
480-1-026-20220614	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request Staff - 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 5,000	\$ 2,800	\$ 2,200	\$ -	\$ -	46-04-2400-1110-00	Change Request- Was approved for \$3,300 in SFY 2021, \$4,000 in SFY 2022, \$5,000 in SFY 2023, and \$2,500 in SFY 2024
480-1-027-20220614	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 529	\$ 214	\$ 315	\$ -	\$ -	46-04-2400-2200-00	Change Request- Was approved for \$325.95 in SFY 2021, \$401.63 in SFY 2022, \$500 in SFY 2023, and \$250 in SFY 2024
480-1-028-20220614	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 10	\$ 4	\$ 6	\$ -	\$ -	46-04-2400-2500-00	Change Request- Was approved for \$6.45 in SFY 101, \$7.88 in SFY 2022, \$7 in SFY 2023, and \$5 in SFY 2024

480-1-029-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Water bill for summer learning	\$ 3,000	\$ 500	\$ 2,500	\$ -	\$ -	46-04-2600-4110-00	Change Request- Was approved for \$500 in SFY 2021 and \$500 in SFY 2022
480-1-030-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 4,250	\$ 750	\$ 3,500	\$ -	\$ -	46-04-2600-6180-00	Change Request- Was approved for \$500 in SFY 2021 and \$3,500 in SFY 2022
480-1-031-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Gas utility bill for summer learning	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-04-2600-6210-00	Change Request- Was approved for \$500 in SFY 2021 and \$500 in SFY 2022
480-1-032-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request electric bill for summer learning	\$ 6,000	\$ 6,000	\$ -	\$ -	\$ -	46-04-2600-6220-00	Change Request- Was approved for \$5,000 in SFY 2021, \$5,000 in SFY 2022 and 2023
480-1-033-20220614	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June - 7 staff, 12 days and July 6 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 25,500	\$ 19,000	\$ 6,500	\$ -	\$ -	46-07-1000-1110-00	Change Request- Was approved for \$18,000 in SFY 2021, \$37,500 in SFY 2022 and 2023, and \$18,750 in SFY 2024
480-1-034-20220614	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June- 9 staff, 12 days and July 8 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 17,500	\$ 9,000	\$ 8,500	\$ -	\$ -	46-07-1000-1212-00	Change Request- Was approved for \$18,000 in SFY 2021, \$14,500 in SFY 2022, \$15,000 in SFY 2023, and \$7,500 in SFY 2024

480-1-035-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 3,358	\$ 2,142	\$ 1,216	\$ -	\$ -	46-07-1000-2200-00	Change Request -Was approved for \$1,377 in SFY 2021, \$4,250 in SFY 2022 and 2023, and \$2,100 in SFY 2024
480-1-036-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 55	\$ 42	\$ 13	\$ -	\$ -	46-07-1000-2500-00	Change request- Was approved for \$12 in SFY 2021, \$80 in SFY 2022 and 2023, and \$40 in SFY 2024
480-1-037-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	46-07-1000-6190-49	Approved at 6/9/2022 State Board Meeting
480-1-038-20220614	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1.25 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 6,500	\$ 4,250	\$ 2,250	\$ -	\$ -	46-07-2400-1110-00	Change Request- Was approved for \$3,000 in SFY 2021, 2022, and 2023
480-1-039-20220614	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 3,750	\$ 1,000	\$ 2,750	\$ -	\$ -	46-07-2400-1211-00	Change Request- Was approved for \$1,000 in SFY 2021, \$2,500 in SFY 2022 and SFY 2023, and \$1,250 in SFY 2024
480-1-040-20220614	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 995	\$ 402	\$ 593	\$ -	\$ -	46-07-2400-2200-00	Change Request- Was approved for \$306 in SFY 2021, \$350 in SFY 2022, \$400 in SFY 2023, and \$200 in SFY 2024

480-1-041-20220614	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 20	\$ 8	\$ 12	\$ -	\$ -	46-07-2400-2500-00	Change Request- Was approved for \$6 in SFY 2021, \$8.25 in SFY 2022, \$6 in SFY 2023, and \$2 in SFY 2024
480-1-042-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Water bill for summer learning	\$ 2,000	\$ 500	\$ 1,500	\$ -	\$ -	46-07-2600-4110-00	Change Request- Was approved for \$500 in SFY 2021 and SFY 2022
480-1-043-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 4,000	\$ 500	\$ 3,500	\$ -	\$ -	46-07-2600-6180-00	Approved at 12/15/2022 State Board Meeting
480-1-044-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-07-2600-6210-00	Approved at 6/9/2022 State Board Meeting
480-1-045-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request electric bill for summer learning	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	46-07-2600-6220-00	Change Request- Was approved for \$5,000 in SFY 2021, 2022, 2023 and \$1,500 in SFY 2024
480-1-046-20220614	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June 7 staff, 12 days and July 5 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 30,250	\$ 18,000	\$ 12,250	\$ -	\$ -	46-08-1000-1110-00	Change Request- Was approved for \$20,000 in SFY 2021, \$17,500 in SFY 2022, \$25,000 in SFY 2023, and \$12,500 in SFY 2024

480-1-047-20220614	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June 5 staff, 12 days and July 7 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 11,000	\$ 5,000	\$ 6,000	\$ -	\$ -	46-08-1000-1212-00	Change Request- Was approved for \$6,000 in SFY 2021, \$16,000 in SFY 2022, \$15,000 in SFY 2023, and \$7,500 in SFY 2024
480-1-048-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 3,380	\$ 1,760	\$ 1,620	\$ -	\$ -	46-08-1000-2200-00	Change Request- Was approved for \$1,989 in SFY 2021, \$2,563 in SFY 2022, \$3,050 in SFY 2023, and \$1,500 in SFY 2024
480-1-049-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 46	\$ 35	\$ 11	\$ -	\$ -	46-08-1000-2500-00	Change Request-Was approved for \$33 in SFY 2021, \$40 in SFY 2022, \$60 in SFY 2023, and \$30 in SFY 2024
480-1-050-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Change Request Instructional materials for summer learning and enrichment	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	46-08-1000-6190-49	Approved at 6/9/2022 State Board Meeting
480-1-051-20220614	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1.25 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 5,300	\$ 3,300	\$ 2,000	\$ -	\$ -	46-08-2400-1110-00	Change Request-Was approved for \$3,000 in SFY 2021, \$3,750 in SFY 2022, \$5,000 in SFY 2023, and \$2,500 in SFY 2024
480-1-052-20220614	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,250	\$ 1,000	\$ 1,250	\$ -	\$ -	46-08-2400-1211-00	Change Request-Was approved for \$1,000 in SFY 2021, \$1,300 in SFY 2022, \$1,500 in SFY 2023, and \$750 in SFY 2024

480-1-053-20220614	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 731	\$ 329	\$ 402	\$ -	\$ -	46-08-2400-2200-00	Change Request- Was approved for \$306 in SFY 2021, \$386 in SFY 2022, \$500 in SFY 2023, \$250 in SFY 2024
480-1-054-20220614	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 14	\$ 6	\$ 8	\$ -	\$ -	46-08-2400-2500-00	Change Request-Was approved for \$6 in SFY 2021, \$8 in SFY 2022, \$10 in SFY 2023, and \$2 in SFY 2024
480-1-055-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Water bill for summer learning	\$ 250	\$ 250	\$ -	\$ -	\$ -	46-08-2600-4110-00	Change Request- Was approved for \$500 in SFY 2021 and SFY 2022, \$600 in SFY 2023, and \$200 in SFY 2024
480-1-056-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 4,000	\$ 500	\$ 3,500	\$ -	\$ -	46-08-2600-6180-00	Approved at 12/15/2022 State Board Meeting
480-1-057-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request gas utility bill for summer learning	\$ 200	\$ 200	\$ -	\$ -	\$ -	46-08-2600-6210-00	Change Request- Was approved for \$500 in SFY 2021 and \$3,500 in SFY 2022
480-1-058-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request electric bill for summer learning	\$ 6,000	\$ 5,000	\$ 1,000	\$ -	\$ -	46-08-2600-6220-00	Change Request- Was approved for \$5,000 in SFY 2021, 2022, 2023

480-1-059-20220614	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June - 7 staff, 12 days and July 7 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 38,000	\$ 18,000	\$ 20,000	\$ -	\$ -	46-11-1000-1110-00	Change Request- Was approved for \$21,000 in SFY 2021, \$23,000 in SFY 2022, \$30,000 in SFY 2023, and \$15,000 in SFY 2024
480-1-060-20220614	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June - 8 staff, 12 days and July 8 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 15,500	\$ 8,000	\$ 7,500	\$ -	\$ -	46-11-1000-1212-00	Change Request- Was approved for \$8,000 in SFY 2021, \$16,000 in SFY 2023 and SFY 2024, and \$8,000 in SFY 2024
480-1-061-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 4,127	\$ 1,377	\$ 2,750	\$ -	\$ -	46-11-1000-2200-00	Change Request- Was approved for \$2,219 in SFY 2021, \$2,984 in SFY 2022, \$3,500 in SFY 2023, and \$1,750 in SFY 2024
480-1-062-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 62	\$ 12	\$ 50	\$ -	\$ -	46-11-1000-2500-00	Change Request- Was approved for \$44 in SFY 2021, \$59 in SFY 2022, \$50 in SFY 2023
480-1-063-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Change Request Instructional materials for summer learning and enrichment.	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	46-11-1000-6190-49	Change Request- Was approved for \$2,000 in SFY 2021 and 2022

480-1-064-20220614	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 4,000	\$ 3,000	\$ 1,000	\$ -	\$ -	46-11-2400-1110-00	Change Request- Was approved for \$300, in SFY 2021, \$4,000 in SFY 2022, \$5,000 in SFY 2023, and \$2,500 in SFY 2024
480-1-065-20220614	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,500	\$ 1,000	\$ 1,500	\$ -	\$ -	46-11-2400-1211-00	Change Request- Was approved for \$1,000 in SFY 2021, \$4,000 in SFY 2022, \$3,000 in SFY 2023, and \$1,500 in SFY 2024
480-1-066-20220614	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 406	\$ 306	\$ 100	\$ -	\$ -	46-11-2400-2200-00	Change Request- Was approved for \$306 in SFY 2021, \$612 in SFY 2022, \$600 in SFY 2023, and \$300 in SFY 2024
480-1-067-20220614	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 14	\$ 6	\$ 8	\$ -	\$ -	46-11-2400-2500-00	Change Request- Was approved for \$6 in SFY 2021, \$12 in SFY 2022, \$10 in SFY 2023, and \$5 in SFY 2024
480-1-068-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Water bill for summer learning	\$ 250	\$ 250	\$ -	\$ -	\$ -	46-11-2600-4110-00	Change Request- Was approved for \$500 in SFY 2021 and 2022
480-1-069-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 4,000	\$ 500	\$ 3,500	\$ -	\$ -	46-11-2600-6180-00	Approved at 12/15/2022 State Board Meeting

480-1-070-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request gas utility bill for summer learning	\$ 200	\$ 200	\$ -	\$ -	\$ -	46-11-2600-6210-00	Change Request-Was approved for \$500 in SFY 2021 AND 2022
480-1-071-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request electric bill for summer learning	\$ 7,000	\$ 5,000	\$ 2,000	\$ -	\$ -	46-11-2600-6220-00	Change Request-Was approved for \$5,000 in SFY 2021,2022,2023, and \$1,500 in SFY 2024
480-1-072-20220614	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June - 8 staff, 12 days and July 6 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 25,500	\$ 20,000	\$ 5,500	\$ -	\$ -	46-27-1000-1110-00	Change Request-Was approved for \$20,000 in SFY 2021, \$17,500 in SFY 2022, \$25,000 in SFY 2023, and \$12,500 in SFY 2024
480-1-073-20220614	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June - 6 staff, 12 days and July 7 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 15,000	\$ 6,000	\$ 9,000	\$ -	\$ -	46-27-1000-1212-00	Change Request-Was approved for \$6,000 in SFY 2021, \$16,000 in SFY 2022, \$15,000 in SFY 2023, and \$7,500 in SFY 2024
480-1-074-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,052	\$ 1,989	\$ 63	\$ -	\$ -	46-27-1000-2200-00	Change Request- Was approved for \$1,989 in SFY 2021, \$2,563 in SFY 2022, \$3,050 in SFY 2023, and \$1,500 in SFY 2024
480-1-075-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 48	\$ 33	\$ 15	\$ -	\$ -	46-27-1000-2500-00	Change Request- Was approved for \$33 in SFY 2021, \$40 in SFY 2022, \$60 in SFY 2023, and \$30 in SFY 2024

480-1-076-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Change Request Instructional materials for summer learning and enrichment.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	46-27-1000-6190-49	Change Request-Was approved for \$2,000 in SFY 2021 and 2022
480-1-077-20220614	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 4,750	\$ 3,000	\$ 1,750	\$ -	\$ -	46-27-2400-1110-00	Change Request-Was approved for \$3,000 in SFY 2021, \$3,750 in SFY 2022, \$5,000 in SFY 2023, and \$2,500 in SFY 2024
480-1-078-20220614	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,800	\$ 1,000	\$ 800	\$ -	\$ -	46-27-2400-1211-00	Change Request- Was approved for \$1,000 in SFY 2021, \$1,300 in SFY 2022, \$1,500 in SFY 2023, and \$500 in SFY 2024
480-1-079-20220614	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 192	\$ 192	\$ -	\$ -	\$ -	46-27-2400-2200-00	Change Request-Was approved for \$306 in SFY 2021, \$386 in SFY 2022, \$500 in SFY 2023, and \$250 in SFY 2024
480-1-080-20220614	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 4	\$ 4	\$ -	\$ -	\$ -	46-27-2400-2500-00	Change Request-Was approved for \$6 in SFY 2021,\$8 in SFY 2022, \$10 in SFY 2023, and \$2 in SFY 2024
480-1-081-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Water bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-27-2600-4110-00	Change Request- Was approved for \$500 in SFY 2021 and 2022, \$600 in SFY 2023, and \$200 in SFY 2024

480-1-082-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 4,000	\$ 500	\$ 3,500	\$ -	\$ -	46-27-2600-6180-00	Approved at 12/15/2021 State Board Meeting
480-1-083-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request gas utility bill for summer learning	\$ 200	\$ 200	\$ -	\$ -	\$ -	46-27-2600-6210-00	Change Request-Was approved for \$500 in SFY 2021 and SFY 2022
480-1-084-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request electric bill for summer learning	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	46-27-2600-6220-00	Change Request- Was approved for \$5,000 in SFY 2021, 2022, and 2023
480-1-085-20220614	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June - 8 staff - 12 days, July - 5 staff - 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 32,000	\$ 21,000	\$ 11,000	\$ -	\$ -	46-28-1000-1110-00	Change Request-Was approved for \$21,000 in SFY 2021, 23,000 in SFY 2022, \$30,000 in SFY 2023, and \$15,000 in SFY 2024
480-1-086-20220614	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request June - 8 staff, 12 days and July 6 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 16,000	\$ 8,000	\$ 8,000	\$ -	\$ -	46-28-1000-1212-00	Change Request- Was approved for \$8,000 in SFY 2021, \$16,000 in SFY 2022 and SFY 2023, and \$8,000 in SFY 2024
480-1-087-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 3,702	\$ 2,219	\$ 1,484	\$ -	\$ -	46-28-1000-2200-00	Change Request- Was approved for \$2,219 in SFY 2021, \$2,984 in SFY 2022, \$3,500 in SFY 2023, and \$1,750 in SFY 2024

480-1-088-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 72	\$ 44	\$ 29	\$ -	\$ -	46-28-1000-2500-00	Change Request- Was approved for \$44 in SFY 2021, \$59 in SFY 2022, \$50 in SFY 2023
480-1-089-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	46-28-1000-6190-49	Approved at 6/9/2021 State Board Meeting
480-1-090-20220614	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 5,000	\$ 3,000	\$ 2,000	\$ -	\$ -	46-28-2400-1110-00	Change Request-Was approved for \$3,000 in SFY 2021, \$4,000 in SFY 2022, \$5,000 in SFY 2023, and \$2,500 in SFY 2024
480-1-091-20220614	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request 1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 3,500	\$ 1,000	\$ 2,500	\$ -	\$ -	46-28-2400-1211-00	Change Request- Was approved for \$1,000 in SFY 2021, \$4,000 in SFY 2022, \$3,000 in SFY 2023, and \$1,500 in SFY 2024
480-1-092-20220614	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 618	\$ 306	\$ 312	\$ -	\$ -	46-28-2400-2200-00	Change Request- Was approved for \$306 in SFY 2021, \$612 in SFY 2022, \$600 in SFY 2023, and \$300 in SFY 2024

480-1-093-20220614	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 13	\$ 6	\$ 7	\$ -	\$ -	46-28-2400-2500-00	Change Request-Was approved for \$6 in SFY 2021, \$12 in SFY 2022, \$20 in SFY 2023, and \$5 in SFY 2024
480-1-094-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Water bill for summer learning	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-28-2600-4110-00	Change Request-Was approved for \$500 in SFY 2021 and SFY 2022 and \$200 in SFY 2023
480-1-095-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 4,000	\$ 500	\$ 3,500	\$ -	\$ -	46-28-2600-6180-00	Approved at 12/15/2021 State Board Meeting
480-1-096-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request gas utility bill for summer learning	\$ 200	\$ 200	\$ -	\$ -	\$ -	46-28-2600-6210-00	Change Request-Was approved for \$500 in SFY 2021 and SFY 2022
480-1-097-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request electric bill for summer learning	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	46-28-2600-6220-00	Change Request-Was approved for \$5,000 in SFY 201, 2022, and 2023
480-1-098-20220614	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	46-02-1000-1212-00	Approved at 12/15/2021 State Board Meeting

480-1-099-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 2,295	\$ -	\$ 1,148	\$ 1,148	\$ -	46-02-1000-2200-00	Approved at 12/15/2021 State Board Meeting
480-1-100-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 45	\$ -	\$ 23	\$ 23	\$ -	46-02-1000-2500-00	Approved at 12/15/2021 State Board Meeting
480-1-101-20220614	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	46-03-1000-1212-00	Approved at 12/15/2021 State Board Meeting
480-1-102-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 2,295	\$ -	\$ 1,148	\$ 1,148	\$ -	46-03-1000-2200-00	Approved at 12/15/2021 State Board Meeting
480-1-103-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 45	\$ -	\$ 23	\$ 23	\$ -	46-03-1000-2500-00	Approved at 12/15/2021 State Board Meeting
480-1-104-20220614	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	46-04-1000-1212-00	Approved at 12/15/2021 State Board Meeting

480-1-105-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 2,295	\$ -	\$ 1,148	\$ 1,148	\$ -	46-04-1000-2200-00	Approved at 12/15/2021 State Board Meeting
480-1-106-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 45	\$ -	\$ 23	\$ 23	\$ -	46-04-1000-2500-00	Approved at 12/15/2021 State Board Meeting
480-1-107-20220614	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	46-07-1000-1212-00	Approved at 12/15/2021 State Board Meeting
480-1-108-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 2,295	\$ -	\$ 1,148	\$ 1,148	\$ -	46-07-1000-2200-00	Approved at 12/15/2021 State Board Meeting
480-1-109-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 45	\$ -	\$ 23	\$ 23	\$ -	46-07-1000-2500-00	Approved at 12/15/2021 State Board Meeting
480-1-110-20220614	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	46-08-1000-1212-00	Approved at 12/15/2021 State Board Meeting

480-1-111-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 2,295	\$ -	\$ 1,148	\$ 1,148	\$ -	46-08-1000-2200-00	Approved at 12/15/2021 State Board Meeting
480-1-112-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 45	\$ -	\$ 23	\$ 23	\$ -	46-08-1000-2500-00	Approved at 12/15/2021 State Board Meeting
480-1-113-20220614	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	46-11-1000-1212-00	Approved at 12/15/2021 State Board Meeting
480-1-114-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 2,295	\$ -	\$ 1,148	\$ 1,148	\$ -	46-11-1000-2200-00	Approved at 12/15/2021 State Board Meeting
480-1-115-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 45	\$ -	\$ 23	\$ 23	\$ -	46-11-1000-2500-00	Approved at 12/15/2021 State Board Meeting
480-1-116-20220614	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	46-27-1000-1212-00	Approved at 12/15/2021 State Board Meeting

480-1-117-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 2,295	\$ -	\$ 1,148	\$ 1,148	\$ -	46-27-1000-2200-00	Approved at 12/15/2021 State Board Meeting
480-1-118-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 45	\$ -	\$ 23	\$ 23	\$ -	46-27-1000-2500-00	Approved at 12/15/2021 State Board Meeting
480-1-119-20220614	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	46-28-1000-1212-00	Approved at 12/15/2021 State Board Meeting
480-1-120-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 2,295	\$ -	\$ 1,148	\$ 1,148	\$ -	46-28-1000-2200-00	Approved at 12/15/2021 State Board Meeting
480-1-121-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 45	\$ -	\$ 23	\$ 23	\$ -	46-28-1000-2500-00	Approved at 12/15/2021 State Board Meeting
480-1-122-20220614	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	1 Nurse for 178 days Addressing unique needs of low income students.	\$ 130,000	\$ -	\$ 65,000	\$ 65,000	\$ -	46-31-2100-1110-00	Approved at 12/15/2021 State Board Meeting.

480-1-123-20220614	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Addressing unique needs of low income students.	\$ 9,945	\$ -	\$ 4,973	\$ 4,973	\$ -	46-31-2100-2200-00	Approved at 12/15/2021 State Board Meeting.
480-1-124-20220614	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Addressing unique needs of low income students.	\$ 195	\$ -	\$ 98	\$ 98	\$ -	46-31-2100-2500-00	Approved at 12/15/2021 State Board Meeting.
480-1-125-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Address student's specific academic needs from loss of learning or exposure to content. Provides systematic and explicit differentiated instruction while monitoring progress and assessing growth and mastery of content.	\$ 98,396	\$ 98,396	\$ -	\$ -	\$ -	46-07-1000-6190-49	Approved at 6/9/2021 State Board Meeting
480-1-126-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Address student's specific academic needs from loss of learning or exposure to content. Provides systematic and explicit differentiated instruction while monitoring progress and assessing growth and mastery of content.	\$ 4,045	\$ 4,045	\$ -	\$ -	\$ -	46-08-1000-6190-49	Approved at 6/9/2021 State Board Meeting
480-1-127-20220614	Eligible	Direct Allocation	Instruction	Out-of-District Travel	10. Providing mental health services and supports	ASCA Conference - Supports counselors and administrators in development and implementation of mental health MTSS process	\$ 9,340	\$ -	\$ 9,340	\$ -	\$ -	46-31-1000-5820-00	Approved at 6/9/2021 State Board MEETING
480-1-128-20220614	Eligible	Direct Allocation	Instruction	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	Data Warehouse - district-wide data support for academic, social-emotional, and mental health MTSS	\$ 125,000	\$ -	\$ 125,000	\$ -	\$ -	46-31-1000-7390-07	Approved at 12/15/2021 State Board Meeting

480-1-129-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Provides authentic Spanish text to enhance language learning for our ELL students. Our ELL population was greatly impacted by loss of learning during remote learning. These libraries expose our students to real world context, which will help their development of oral language, and improve their overall vocabulary acquisition and comprehension development.	\$ 60,675	\$ 60,675	\$ -	\$ -	\$ -	46-31-1000-6190-00	Approved at 12/15/2021 State Board Meeting
480-1-130-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request Research-based math curriculum, manipulatives and educational technology to focus on the needs of every student.	\$ 90,182	\$ -	\$ 90,182	\$ -	\$ -	46-07-1000-6190-00	Change Request- Was approved for \$34,957 in SFY 202
480-1-131-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request Research-based math curriculum, manipulatives and educational technology to focus on the needs of every student.	\$ 108,918	\$ -	\$ 108,918	\$ -	\$ -	46-08-1000-6190-00	Change Request- Was approved for \$59,407 in SFY 2022
480-1-132-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request Research-based math curriculum, manipulatives and educational technology to focus on the needs of every student.	\$ 97,609	\$ -	\$ 97,609	\$ -	\$ -	46-11-1000-6190-00	Change Request-Was approved for \$3,102 in SFY 2022
480-1-133-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request Research-based math curriculum, manipulatives and educational technology to focus on the needs of every student.	\$ 122,179	\$ -	\$ 122,179	\$ -	\$ -	46-27-1000-6190-00	Change Request-Was approved for \$83,774 in SFY 2022
480-1-134-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request Research-based math curriculum, manipulatives and educational technology to focus on the needs of every student.	\$ 92,536	\$ -	\$ 92,536	\$ -	\$ -	46-28-1000-6190-00	Change Request- Was approved for \$50,000 in SFY 2022

480-1-135-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request Research-based math curriculum, manipulatives and educational technology to focus on the needs of every student.	\$ 73,040	\$ -	\$ 73,040	\$ -	\$ -	46-31-1000-6190-00	Change Request- was approved for \$50,000 in SFY 2022
480-1-136-20220614	Eligible	Direct Allocation	Support Services - Instruction	Books	12. Addressing learning loss among students, including vulnerable populations	Learning loss has created the need of books for students reading below grade level and books addressing social and emotional needs.	\$ 147,000	\$ -	\$ 147,000	\$ -	\$ -	46-31-2200-6410-00	Approved at 12/15/2021 State Board Meeting.
480-1-137-20220614	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	Change Request Professional development and implementation strategies for teachers and administrators addressing dual language ELL students reading below grade level.	\$ 45,950	\$ -	\$ 45,950	\$ -	\$ -	46-31-1000-3280-00	Change Request-Was approved for \$60,000 in SFY 2022
480-1-138-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request ELL manipulatives and educational content to promote reading and understanding the English language	\$ 14,433	\$ -	\$ 14,433	\$ -	\$ -	46-27-1000-6190-00	New Line Item; Applicant responded via email: COVID-19 related school closure, remote learning, and absenteeism due to illness and quarantine interrupted math skill progression for our students as evidenced by a 20% increase in students in Level 1 and Level 2 of the KAP math assessment. Math manipulatives help students construct physical models of mathematical ideas and skills as well as provide models for students to use to solve problems. Students have a deeper understanding that they can then connect to mathematical vocabulary and symbols. The manipulatives are a key part of our Tier 2 and Tier 3 interventions. The types of manipulatives for each grade level across 5 buildings include: Foam Base-Ten Rods, Foam Base-Ten Units, Geoboards, Geosolids, Pan Balance , Plastic Pennies, Plastic Nickels, Plastic Dimes, Plastic Quarters, Number Cubes, Tangrams, Pattern Blocks, Base-Ten Flats , Base-Ten Rods , Base-Ten Units, Rainbow Fraction®, Tiles, Number Cube, Linking Cubes, 3/4-in. Transparent Counters, Six Colors, Color Tiles, Attribute Blocks Sets, Bear Counters
480-1-139-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request ELL manipulatives and educational content to promote reading and understanding the English language	\$ 10,667	\$ -	\$ 10,667	\$ -	\$ -	46-07-1000-6190-00	New Line Item; See line 152 for more information

480-1-140-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request ELL manipulatives and educational content to promote reading and understanding the English language	\$ 10,624	\$ -	\$ 10,624	\$ -	\$ -	46-11-1000-6190-00	New Line Item; See line 152 for more information
480-1-141-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request ELL manipulatives and educational content to promote reading and understanding the English language	\$ 10,667	\$ -	\$ 10,667	\$ -	\$ -	46-08-1000-6190-00	New Line Item; See line 152 for more information
480-1-142-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request ELL manipulatives and educational content to promote reading and understanding the English language	\$ 10,667	\$ -	\$ 10,667	\$ -	\$ -	46-28-1000-6190-00	New Line Item; See line 152 for more information
480-1-143-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Action Based Learning Labs shows students learn better when they have physical activity and movement breaks throughout the day. Students engaged in Action Based Learning show improved memory retention, increased focus and improved grades.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	46-07-1000-6190-00	Approved at 12/15/2021 State Board Meeting
480-1-144-20220614	Eligible	Direct Allocation	Instruction	Other Equipment	12. Addressing learning loss among students, including vulnerable populations	Flexible seating gives students the ability to control their physical movement in a way that works best for them to stay engaged and focused	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	46-07-1000-7390-00	Approved at 12/15/2021 State Board Meeting
480-1-145-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Lexia English Language Development to help bilingual students acquire higher levels of English proficiency	\$ 11,150	\$ -	\$ 11,150	\$ -	\$ -	46-03-1000-6190-00	Approved at 12/15/2021 State Board Meeting
480-1-146-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Lexia English Language Development to help bilingual students acquire higher levels of English proficiency	\$ 11,150	\$ -	\$ 11,150	\$ -	\$ -	46-04-1000-6190-00	Approved at 12/15/2021 State Board Meeting

480-1-147-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Adjusting instructional models and aligning support in personalized learning to accelerate student learning for ELL, migrant students and students with disabilities	\$ 508,000	\$ -	\$ 508,000	\$ -	\$ -	46-02-1000-6190-00	Approved at 12/15/2021 State Board Meeting
480-1-148-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request Interactive Displays (50 units) connects all student devices and teacher devices supporting collaboration and sharing of information regardless of location	\$ 569,026	\$ -	\$ 569,026	\$ -	\$ -	46-31-1000-7390-00	Change Request- Was approved for \$260,742 in SFY 2022.
480-1-149-20220614	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Afterschool Program to help students with instruction	\$ 120,000	\$ -	\$ 60,000	\$ 60,000	\$ -	46-03-1000-1110-00	Approved at 12/15/2021 State Board Meeting
480-1-150-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request Professional development and implementation strategies for teachers and administrators concentrated on using the I-Ready Math intervention program	\$ 61,250	\$ -	\$ 61,250	\$ -	\$ -	46-31-1000-6190-00	New Line Item; Additional information in the CommonApp narrative
480-1-151-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request Professional development and implementation strategies for teachers and administrators concentrated on using the I-Ready Math intervention program	\$ 33,250	\$ -	\$ 33,250	\$ -	\$ -	46-27-1000-6190-00	New Line Item; Additional information in the CommonApp narrative
480-1-152-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request Professional development and implementation strategies for teachers and administrators concentrated on using the I-Ready Math intervention program	\$ 33,250	\$ -	\$ 33,250	\$ -	\$ -	46-07-1000-6190-00	New Line Item; Additional information in the CommonApp narrative

480-1-153-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request Professional development and implementation strategies for teachers and administrators concentrated on using the I-Ready Math intervention program	\$ 33,250	\$ -	\$ 33,250	\$ -	\$ -	46-11-1000-6190-00	New Line Item; Additional information in the CommonApp narrative
480-1-154-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request Professional development and implementation strategies for teachers and administrators concentrated on using the I-Ready Math intervention program	\$ 33,250	\$ -	\$ 33,250	\$ -	\$ -	46-08-1000-6190-00	New Line Item; Additional information in the CommonApp narrative
480-1-155-20220614	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request Professional development and implementation strategies for teachers and administrators concentrated on using the I-Ready Math intervention program	\$ 33,250	\$ -	\$ 33,250	\$ -	\$ -	46-28-1000-6190-00	New Line Item; Additional information in the CommonApp narrative
480-1-156-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Change Request 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.	\$ 232,000	\$ -	\$ 232,000	\$ -	\$ -	46-31-1000-1110-00	New Line Item
480-1-157-20220614	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Change Request 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.	\$ 217,000	\$ -	\$ 217,000	\$ -	\$ -	46-31-1000-1212-00	New Line Item

480-1-158-20220614	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Change Request 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.	\$ 37,000	\$ -	\$ 37,000	\$ -	\$ -	46-31-2400-1000-00	New Line Item
480-1-159-20220614	Eligible	Direct Allocation	Support Services - School Administration	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Change Request 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.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	46-31-2400-1211-00	New Line Item
480-1-160-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Change Request 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.	\$ 247,000	\$ -	\$ 247,000	\$ -	\$ -	46-31-2600-1214-00	New Line Item
480-1-161-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Change Request 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.	\$ 17,700	\$ -	\$ 17,700	\$ -	\$ -	46-31-1000-2200-00	New Line Item

480-1-162-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Change Request 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.	\$ 16,600	\$ -	\$ 16,600	\$ -	\$ -	46-31-1000-2200-00	New Line Item
480-1-163-20220614	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Change Request 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.	\$ 2,900	\$ -	\$ 2,900	\$ -	\$ -	46-31-2400-2200-00	New Line Item
480-1-164-20220614	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Change Request 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.	\$ 1,200	\$ -	\$ 1,200	\$ -	\$ -	46-31-2400-2200-00	New Line Item
480-1-165-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Change Request 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.	\$ 21,335	\$ -	\$ 21,335	\$ -	\$ -	46-31-2600-2200-00	New Line Item

Kansas CommonApp (2020)

3120-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



wpVNANrN

498_ValleyHeights_ESSER II Plan_0408 (copy)

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 498 Valley Heights

Applicant / Mailing Address

| P.O. Box 89
| Waterville, KS 66548

Applicant / First and Last Name of Owner, CEO, or Executive Director | Melissa Kennedy

Applicant / Email Address of Owner, CEO, or Executive Director | mkennedy@valleyheights.org

Applicant / Phone Number | 785-363-2398

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) | 480724652

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

Application details

Full District Name	Valley Heights
District Number	498
Mailing Address Street Address	P.O. Box 89
Mailing City	Waterville
Mailing Address Zip Code	66548
Authorized Representative of the District Name	Teresa Penning
Authorized Representative of the District Position or Title	Clerk
Authorized Representative of the District Email Address	tpenning@valleyheights.org
Authorized Representative of the District Phone Number	+17853632398
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	mkennedy@valleyheights.org

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

| USD 498 students have been impacted by COVID-19 emotionally and socially. Students have lost learning opportunities because they were remote learning last year and part of this year. The emotional impact on our students has been devastating to the point that one of our students committed suicide.

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

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

| ESSER I Sped funds will be used for social/emotional curriculum and/or supports.

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

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

("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

We want to extend our services with PowerSchool to include the on-line enrollment piece. This will allow us to conduct enrollment virtually and afford parents the opportunity to do it conveniently and from the safety of their homes while minimizing contact and exposure to coronavirus.

Hiring a Community Outreach and Family Advocate and with a Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income. The MFRC helps address and alleviate the mental health needs of students and their families by providing concrete resources that build protective factors and

optimize
success.

Cleaning, sterilizing and disinfecting supplies and having to hire another full time custodian to provide extra cleaning and disinfecting protocols last year.

New teacher laptops that include updated webcams, have an extended battery life, provide increased storage for planning and teaching resources, and enhanced adaptive capabilities will greatly increase their ability to teach remotely.

Elementary Counselor that will meet the counseling and mental health needs in our elementary buildings. We will hire two additional staff members at the junior/senior high to work with our students who have suffered significant learning loss throughout COVID 19.

USD 498 will be hosting summer extended learning opportunities for all students from kindergarten through 11th grade. This will help us not only address learning loss in our students, but also ensure that our low income students have access to a structured and academically rich environment throughout the summer months.

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

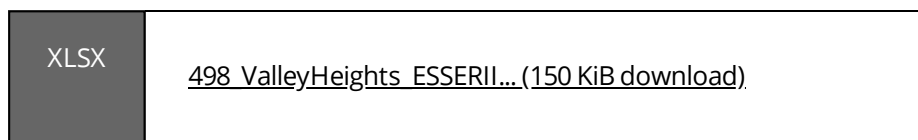
To determine the impact of our ESSER II district allocation, several data sources will be used. Most notably, our Fastbridge test scores in the fall. This would show us the impact of additional resources to address the learning loss of our students, including human resources, enhanced technological abilities for our staff, and additional programming for our most at-risk students. Another huge determinant will be the decrease of referrals for social/emotional needs that has prompted us to increase our mental health supports. Increased home visits and referrals for resources will determine the impact of our family

advocate along with the Mobile Resource Center in meeting the varied physical and emotional needs of our students and their families. My Saebers, which is the Fastbridge screener of social and emotional behavior/needs will also provide us with beneficial data to determine the impact of ESSER II funding and expenditures.

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

| Melissa Kennedy

Date

| 04/29/2021

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

USD	District Name	Data as of
498	Valley Heights	6/3/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
498-1-001-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	MTSS Teacher for HS students to address learning loss.	\$ 44,250	\$ -	\$ 44,250	\$ -	\$ -	80-1000-110-00	Approved at the 6/9/2021 State Board Meeting
498-1-002-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	MTSS Teacher for HS students to address learning loss.	\$ 5,085	\$ -	\$ 5,085	\$ -	\$ -	80-1000-220-00	Approved at the 6/9/2021 State Board Meeting
498-1-003-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	MTSS Teacher for HS students to address learning loss.	\$ 65	\$ -	\$ 65	\$ -	\$ -	80-1000-260-00	Approved at the 6/9/2021 State Board Meeting
498-1-004-20220614	Eligible	Direct Allocation	Instruction	Health Benefits	12. Addressing learning loss among students, including vulnerable populations	"CHANGE REQUEST" MTSS Teacher for HS students to address learning loss.	\$ 23,200	\$ -	\$ 23,200	\$ -	\$ -	80-1000-280-00	Change Request: Previously approved for \$18,200 SFY 2022
498-1-005-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	"CHANGE REQUEST" MTSS Para for HS/Elementary students to address learning loss in Math.	\$ 29,870	\$ -	\$ 29,870	\$ -	\$ -	80-1000-120-00	Change Request: Previously approved for \$21,370 SFY 2022

498-1-006-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired extra custodial staff to implement health protocols.	\$ 19,830	\$ 19,830	\$ -	\$ -	\$ -	80-2600-120-00	Approved at the 6/9/2021 State Board Meeting
498-1-007-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired extra custodial staff to implement health protocols.	\$ 1,085	\$ 1,085	\$ -	\$ -	\$ -	80-2600-220-00	Approved at the 6/9/2021 State Board Meeting
498-1-008-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired extra custodial staff to implement health protocols.	\$ 10	\$ 10	\$ -	\$ -	\$ -	80-2600-260-00	Approved at the 6/9/2021 State Board Meeting
498-1-009-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Health Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired extra custodial staff to implement health protocols.	\$ 3,966	\$ 3,966	\$ -	\$ -	\$ -	80-2600-280-00	Approved at the 6/9/2021 State Board Meeting
498-1-010-20220614	Eligible	Direct Allocation	Guidance Services	Regular Certified Salaries	10. Providing mental health services and supports	Elementary Counselor to address the social/emotional supports in the Elementary for both students and staff.	\$ 18,500	\$ -	\$ 18,500	\$ -	\$ -	80-2120-110-00	Approved at the 6/9/2021 State Board Meeting
498-1-011-20220614	Eligible	Direct Allocation	Guidance Services	Social Security Contributions	10. Providing mental health services and supports	Elementary Counselor to address the social/emotional supports in the Elementary for both students and staff.	\$ 1,400	\$ -	\$ 1,400	\$ -	\$ -	80-2120-220-00	Approved at the 6/9/2021 State Board Meeting
498-1-012-20220614	Eligible	Direct Allocation	Guidance Services	Unemployment Compensation	10. Providing mental health services and supports	Elementary Counselor to address the social/emotional supports in the Elementary for both students and staff.	\$ 15	\$ -	\$ 15	\$ -	\$ -	80-2120-260-00	Approved at the 6/9/2021 State Board Meeting

498-1-013-20220614	Eligible	Direct Allocation	Social Work Services	Regular Non-Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Family Advocate and the Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income.	\$ 23,175	\$ -	\$ 23,175	\$ -	\$ -	80-2113-120-00	Approved at the 6/9/2021 State Board Meeting
498-1-014-20220614	Eligible	Direct Allocation	Social Work Services	Social Security Contributions	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Family Advocate and the Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income.	\$ 1,773	\$ -	\$ 1,773	\$ -	\$ -	80-2113-220-00	Approved at the 6/9/2021 State Board Meeting
498-1-015-20220614	Eligible	Direct Allocation	Social Work Services	Unemployment Compensation	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Family Advocate and the Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income.	\$ 23	\$ -	\$ 23	\$ -	\$ -	80-2113-260-00	Approved at the 6/9/2021 State Board Meeting

498-1-016-20220614	Eligible	Direct Allocation	Social Work Services	Health Benefits	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	Family Advocate and the Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income.	\$ 9,100	\$ -	\$ 9,100	\$ -	\$ -	80-2113-280-00	Approved at the 6/9/2021 State Board Meeting
498-1-017-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning, sterilizing and disinfecting supplies	\$ 11,681	\$ 6,681	\$ 5,000	\$ -	\$ -	80-2600-618-00	Approved at the 6/9/2021 State Board Meeting
498-1-018-20220614	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" Laptops for staff	\$ 68,420	\$ -	\$ 68,420	\$ -	\$ -	80-1000-736-00	Change Request: Previously approved for \$74,316 SFY 2022
498-1-019-20220614	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	"CHANGE REQUEST" Software for district for online learning	\$ 11,764	\$ -	\$ 11,764	\$ -	\$ -	80-1000-650-00	Change Request: Previously approved for \$8,214 SFY 2022
498-1-020-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Teachers for K-12	\$ 1,060	\$ -	\$ 1,060	\$ -	\$ -	80-1000-110-01	Approved at the 6/9/2021 State Board Meeting
498-1-021-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Paras for K-12	\$ 800	\$ -	\$ 800	\$ -	\$ -	80-1000-120-01	Approved at the 6/9/2021 State Board Meeting

498-1-022-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer School Staff for K-12	\$ 135	\$ -	\$ 135	\$ -	\$ -	80-1000-220-01	Approved at the 6/9/2021 State Board Meeting
498-1-023-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer School Staff for K-12	\$ 5	\$ -	\$ 5	\$ -	\$ -	80-1000-260-01	Approved at the 6/9/2021 State Board Meeting
498-1-024-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	7. Purchasing supplies to sanitize and clean LEA and school facilities	"NEW ITEM" Floor scrubber	\$ 9,846	\$ -	\$ 9,846	\$ -	\$ -	80-2600-700-00	New Line Item

Kansas CommonApp (2020)

3035-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



USD503_Parsons_ESSERII_Char

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 503

Applicant / Mailing Address

2900 Southern Ave
PO Box 1056
Parsons, KS 67357

Applicant / First and Last Name of Owner, CEO, or Executive Director | Lori A. Ray

Applicant / Email Address of Owner, CEO, or Executive Director | lray@vikingnet.net

Applicant / Phone Number | 6204215950

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

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

Fiscal Agent / Name (if applicable) | Tonya Phillips

Fiscal Agent / Email (if applicable) | tphillips@vikingnet.net

Fiscal Agent / Mailing Address (if applicable)

2900 Southern Ave
PO Box 1056

Application details

Full District Name	Parsons District Schools
District Number	503
Mailing Address Street Address	2900 Southern Ave
Mailing City	Parsons
Mailing Address Zip Code	67357-4652
Authorized Representative of the District Name	Lori Ray
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	lray@vikingnet.net
Authorized Representative of the District Phone Number	+16204215950
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	tphillips@vikingnet.net
Other District Representative 2 Email Address	jpegues@vikingnet.net

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

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 20-21 resulted in both academic & emotional learning loss for students. 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. The district has focused on helping to provide the necessities but also equal access to technology and instruction.

Current quarantining protocols and families that have chosen to homeschool or participate in virtual learning continues to compound the learning loss in both academics and social emotional areas.

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 K-12, will

improve our achievement data and student outcomes. However, we recognize that the gap continues to exist and without these intentional and additional measures the gap will continue to grow.

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.

USD 503 will use ESSER II funds in a variety of ways to support the academic, social emotional and physical needs of all students. We will continue to:

- Provide summer school/credit recovery and enrichment opportunities for grades K-12.
- Provide after school programs to remediate learning loss caused by the pandemic and summer months.
- Employ additional interventionists to provide explicit instruction in our building's grades 2-12 based on student achievement data.
- Employ an additional elementary teacher to reduce class size.
- Use Fastbridge to screen students and allow for specific instruction based on individual needs.
- Use Panorama to track academic and SEL data and provide SEL screeners.
- Employ a behavior aide to help students regulate behavior.
- Employ three full-time substitute teachers to provide stability in instruction and safety protocols/procedures.
- Provide a virtual program partnership to meet student learning needs.
- Employ three nurse aides hired due to the pandemic to provide necessary health related support. (Contact tracing, reinforcing safety protocols etc.)
- Improve the health and safety of students and staff by installing properly working windows at Garfield, district office and the technology building. New windows will allow us to meet the outside air flow and ventilation requirements which will reduce the strain and extend the life of the current buildings' HVAC systems.
- Employ an additional IT staff to support the additional technology devices and Wi-Fi access for students and staff due to Covid.

Purchase out door seating at each building where students are present daily.

Purchase PPE for all staff and students to have masks.

Purchase employee onboarding software and remote access software to ensure continuing school hiring and business operations

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

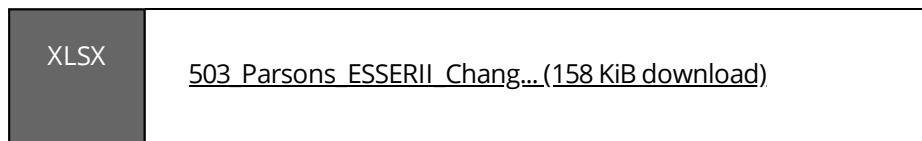
We will use a variety of data to determine both the academic & social emotional impact the ESSER II funds have on our students. Academic and social emotional data analyzed by teachers, administrators and instructional coaches will include DIBELS, MAP, Fastbridge, formative and summative local and state assessments, behavior reports, attendance rates, graduation rates in addition to our social emotional screeners in Panorama. Collecting the data in Panorama will make it easier to identify the impact on students throughout all domains. To maximize student growth and success, our instruction and interventions will adjust accordingly based on student data at regular progress monitoring intervals throughout the school year.

Notes on ESSER II application Excel template:

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

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

Certification

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

Electronic Signature | Lori Ann Ray

Date | 10/08/2021

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

USD	District Name	Data as of
444	Little River	5/27/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
503-1-001-20220614	Eligible	Direct Allocation	Nursing Services	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Contracted nurse aides to provide health related support including contract tracing, reinforcing safety protocols	\$ 225,000	\$ -	\$ 110,000	\$ 115,000	\$ -	95750	Approved at the 11/9/2021 State Board Meeting
503-1-002-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Continue to employ three full-time substitute teachers to provide stability in instruction and safety protocols/procedures	\$ 189,000	\$ -	\$ 62,000	\$ 63,000	\$ 64,000	95760	Approved at the 11/9/2021 State Board Meeting
503-1-003-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: Reallocated a portion of SFY 2024 Expenditures. Employ additional interventionists and an instructional coach at the secondary level as a result of year end academic data showing large gaps in core subjects, adding a new 5th grade teaching position as a result of significant learning loss in the incoming class	\$ 470,564	\$ -	\$ 170,000	\$ 175,000	\$ 125,564	95760	Change Request: Previously approved for \$170,000 SFY 2022, \$175,000 SFY 2023, \$99,920 SFY 2024
503-1-004-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	10. Providing mental health services and supports	Addition of a behavior room aide to address student SEL needs	\$ 61,500	\$ -	\$ 20,000	\$ 20,500	\$ 21,000	95780	Approved at the 11/9/2021 State Board Meeting
503-1-005-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Employ additional aides to expand our Title I services	\$ 123,000	\$ -	\$ 40,000	\$ 41,000	\$ 42,000	95780	Approved at the 11/9/2021 State Board Meeting

503-1-006-20220614	Eligible	Direct Allocation	Instruction-Related Technology	Regular Non-Certified Salaries	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Employ an additional IT staff member due to the pandemic related purchases of additional student devices, wi-fi, and related items	\$ 93,000	\$ -	\$ 30,000	\$ 31,000	\$ 32,000	95770	Approved at the 11/9/2021 State Board Meeting
503-1-007-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Certified teachers for summer school/credit recovery and enrichment opportunities for grades K-12	\$ 161,500	\$ 38,000	\$ 40,500	\$ 41,000	\$ 42,000	95760	Approved at the 11/9/2021 State Board Meeting
503-1-008-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Employ aides to support instruction for summer school/credit recovery and enrichment opportunities for grades K-12	\$ 38,500	\$ 8,500	\$ 9,000	\$ 10,000	\$ 11,000	95780	Approved at the 11/9/2021 State Board Meeting
503-1-009-20220614	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Provide transportation for students to and from summer school/credit recovery and enrichment opportunities for grades K-12	\$ 38,000	\$ 8,000	\$ 9,000	\$ 10,000	\$ 11,000	95790	Approved at the 11/9/2021 State Board Meeting
503-1-010-20220614	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	Instructional supplies and field trip tickets for summer school/credit recovery and enrichment opportunities for grades K-12	\$ 11,500	\$ 2,500	\$ 2,750	\$ 3,000	\$ 3,250	95840	Approved at the 11/9/2021 State Board Meeting
503-1-011-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Employ certified staff at all buildings for after school programs to remediate learning loss caused by the pandemic and summer months.	\$ 108,000	\$ -	\$ 35,000	\$ 36,000	\$ 37,000	95760	Approved at the 11/9/2021 State Board Meeting
503-1-012-20220614	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Provide transportation from after school programs implemented as a result of pandemic learning loss	\$ 51,000	\$ -	\$ 16,000	\$ 17,000	\$ 18,000	95790	Approved at the 11/9/2021 State Board Meeting

503-1-013-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Replacement of inoperable windows at Lincoln Elementary, which have been unable to be opened to allow for fresh air, which causes a strain on the HVAC ventilation system and impedes health measures related to Covid 19.	\$ 32,000	\$ -	\$ 32,000	\$ -	\$ -	95820	Approved at the 11/9/2021 State Board Meeting
503-1-014-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Replacement of inoperable windows at Guthridge Elementary, which have been unable to be opened to allow for fresh air, which causes a strain on the HVAC ventilation system and impedes health measures related to Covid 19.	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	95820	Change Request: Previously approved for \$16,500 SFY 2021, \$8,500 SFY 2022. Allowable if CDC guidelines are met
503-1-015-20220614	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	Purchase additional technology devices as a result of the extreme poverty in this area . 74% of our students are eligible for free or reduced meals which puts the burden on our district to provide devices and related connectivity and supplies	\$ 75,000	\$ -	\$ 75,000	\$ -	\$ -	95880	Approved at the 11/9/2021 State Board Meeting
503-1-016-20220614	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Installation of wi-fi in our busses for students to have access to internet.	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	95890	Approved at the 11/9/2021 State Board Meeting
503-1-017-20220614	Eligible	Direct Allocation	Instruction	LEA Payments to COOPs/Interlocals	2. Coordination of COVID-19 preparedness and response efforts	Expanded virtual program partnership to meet student learning needs.	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	95810	Approved at the 11/9/2021 State Board Meeting

503-1-018-20220614	Eligible	Direct Allocation	Instruction	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	Purchase of Fastbridge to screen students and allow for specific instruction based on individual needs	\$ 36,000	\$ -	\$ 11,500	\$ 12,000	\$ 12,500	95800	Approved at the 11/9/2021 State Board Meeting
503-1-019-20220614	Eligible	Direct Allocation	Instruction	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	Purchase of Panorama for use in tracking academic and social emotional data. Contains social emotional screeners	\$ 54,000	\$ -	\$ 18,000	\$ 18,000	\$ 18,000	95800	Approved at the 11/9/2021 State Board Meeting
503-1-020-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Replacement of inoperable windows at Garfield Elementary, which have been unable to be opened to allow for fresh air, which causes a strain on the HVAC system and impedes health measures related to Covid 19.	\$ 28,500	\$ -	\$ 28,500	\$ -	\$ -	95820	Change Request: Previously approved for \$72,136 SFY 2022. Capital improvement documentation required. Allowable if CDC guidelines are met
503-1-021-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Replacement of inoperable windows at the district office, which have been unable to be opened to allow for fresh air, which causes a strain on the HVAC system and impedes health measures related to Covid 19.	\$ 22,087	\$ -	\$ 22,087	\$ -	\$ -	95820	Change Request: Previously approved for \$29,501 SFY 2022. Capital improvement documentation required. Allowable if CDC guidelines are met
503-1-022-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium retention payment to staff (approximately 115 staff \$500 each) for additional risks and duties that are associated with Covid 19, including exposure to Covid-19 positive students and staff, during both regular and supplemental school hours. Payment is made to staff members who maintain employment, likely increasing employee retention during the unstable employment situation caused by the pandemic.	\$ 57,500	\$ -	\$ 57,500	\$ -	\$ -	95760	Approved at the 11/9/2021 State Board Meeting

503-1-023-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium retention payment to staff (approximately 160 staff \$500 each) for additional risks and duties that are associated with Covid 19, including exposure to Covid-19 positive students and staff, during both regular and supplemental school hours. Payment is made to staff members who maintain employment, likely increasing employee retention during the unstable employment situation caused by the pandemic.	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	95780	Approved at the 11/9/2021 State Board Meeting
503-1-024-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	NEW ITEM: Purchase of outdoor seating at all five school buildings where students are continuously present and can access before school, after school and at lunch times, to reduce potential of virus spreading, especially during times without masks. These improvements reduce the risk of virus transmission and support student and staff health needs.	\$ 32,369	\$ -	\$ 32,369	\$ -	\$ -	95820	New Line Item
503-1-025-20220614	Eligible	Direct Allocation	Central Services	General Supplies and Materials (includes computer software)	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	NEW ITEM: Purchase of Talent Ed onboarding software and TeamViewer remote access software. Talent Ed software was purchased to provide contactless employment measures for new-hires. TeamViewer allows remote access to our main accounting system for staff working from home. These together ensure ongoing continuation of business operations.	\$ 15,563	\$ -	\$ 15,563	\$ -	\$ -	95900	New Line Item
503-1-026-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	NEW ITEM: Purchase of Personal Protective Equipment - masks for all staff and students to mitigate the transmission of Covid-19	\$ 2,504	\$ -	\$ 2,504	\$ -	\$ -	95785	New Line Item

ESSER III Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	202	Turner-Kansas City	3,767	71%	\$ 9,464,966	\$ 7,732,748	82%	\$ 7,732,748.00	100%	\$ 2,053
2	215	Lakin	621	52%	\$ 1,076,162	\$ 1,076,162	100%	\$ 1,076,162.00	100%	\$ 1,733
3	232	De Soto	7,016	11%	\$ 4,386,112	\$ 1,125,295	26%	\$ 1,125,295.00	100%	\$ 160
4	249	Frontenac Public Schools	932	38%	\$ 931,764	\$ 737,878	79%	\$ 737,878.00	100%	\$ 792
5	272	Waconda	293	42%	\$ 536,842	\$ 470,842	88%	\$ 470,842.00	100%	\$ 1,608
6	312	Haven Public Schools	690	40%	\$ 1,111,604	\$ 1,111,604	100%	\$ 1,111,604.00	100%	\$ 1,611
7	315	Colby Public Schools	894	38%	\$ 940,433	\$ 933,078	99%	\$ 933,078.00	100%	\$ 1,044
8	329	Mill Creek Valley	415	30%	\$ 421,770	\$ 421,770	100%	\$ 421,770.00	100%	\$ 1,017
9	333	Concordia	1,070	52%	\$ 1,556,299	\$ 1,505,108	97%	\$ 1,505,108.00	100%	\$ 1,407
10	346	Jayhawk	555	55%	\$ 977,954	\$ 976,954	100%	\$ 976,954.00	100%	\$ 1,760
11	347	Kinsley-Offerle	276	50%	\$ 476,359	\$ 476,025	100%	\$ 476,025.00	100%	\$ 1,725
12	362	Prairie View	810	45%	\$ 1,134,791	\$ 1,134,791	100%	\$ 1,134,791.00	100%	\$ 1,400
13	363	Holcomb	910	53%	\$ 1,272,173	\$ 470,409	37%	\$ 470,409.00	100%	\$ 517
14	365	Garnett	923	50%	\$ 1,613,555	\$ 1,608,555	100%	\$ 1,608,555.00	100%	\$ 1,744
15	382	Pratt	1,103	47%	\$ 1,766,374	\$ 1,721,374	97%	\$ 1,721,374.00	100%	\$ 1,561
16	384	Blue Valley	208	26%	\$ 164,888	\$ 139,672	85%	\$ 139,672.00	100%	\$ 673
17	387	Altoona-Midway	163	68%	\$ 388,726	\$ 388,726	100%	\$ 388,726.00	100%	\$ 2,392
18	419	Canton-Galva	295	39%	\$ 320,917	\$ 290,917	91%	\$ 290,917.00	100%	\$ 985
19	446	Independence	1,898	65%	\$ 6,179,826	\$ 4,861,483	79%	\$ 4,861,483.00	100%	\$ 2,561
20	447	Cherryvale	737	67%	\$ 2,527,521	\$ 786,813	31%	\$ 786,813.00	100%	\$ 1,068
21	460	Hesston	814	26%	\$ 556,830	\$ 556,830	100%	\$ 556,830.00	100%	\$ 684
22	466	Scott County	945	47%	\$ 1,153,402	\$ 260,666	23%	\$ 260,666.00	100%	\$ 276
23	467	Leoti	395	49%	\$ 586,184	\$ 117,237	20%	\$ 117,237.00	100%	\$ 297
24	479	Crest	232	51%	\$ 337,228	\$ 335,473	99%	\$ 335,473.00	100%	\$ 1,445
25	493	Columbus	874	57%	\$ 1,682,088	\$ 1,682,088	100%	\$ 1,682,088.00	100%	\$ 1,926
26	499	Galena	769	60%	\$ 1,902,935	\$ 1,529,935	80%	\$ 1,529,935.00	100%	\$ 1,991
Total			27,602	43%	\$ 43,467,703	\$ 32,452,433	75%	\$ 32,452,433	100%	\$ 1,176

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 D0202

Status

Task Force Review

KSDE Application Comments

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

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Turner-Kansas City	800 South 55th Street, Kansas City, KS 661061566	800 S 55th St, Kansas City, KS 661061566
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jason Dandoy	dandoyj@turnerusd202.org	(913) 288-4100

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Kristen Woodbury	Supervisor of Business Services	woodburyk@turnerusd202.org	(913) 288-4185
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Tracy Von Der Bruegge	vonderbruegget@turnerusd202.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

Plan for Safe Return

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

<https://www.turnerusd202.org/covid-19-updates>

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?

Turner created our ReStart Plan that was updated as the COVID-19 pandemic evolved, the link is included here: <https://resources.finalsite.net/images/v1642626064/turner/xaod6qetmef0kfkee34s/ReStartPlanUpdated1182022.pdf>
Our students returned to in-person learning at the start of the 2021-2022 school year.
We work with our Administrative team on any CDC guidance or updates as they occur. We communicate with student families via email and social media for updates and references they can use for the most current CDC guidance and how it will impact schools.
Our primary focus is on student academic recovery. Our plan for spending the ESSER funds will be intervention staff, staff retention, student & staff technology, curriculum, and air handling for a safe students learning environment.

Stakeholder Engagement

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

Students

In developing our ESSER plan, we conducted a survey 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:

Summer learning programs
After-school tutoring programs
Additional behavioral support, additional instructional materials

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

Families

We have worked 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 present in our ESSER plan:

Summer learning programs
After-school tutoring programs
Additional instructional materials

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 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:

Retention pay for staff members continuing to support students in future years.
Increased support by certified content interventionists.
Extended day and summer programs.

You will see that this information plays a prominent role in our ESSER plan.

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

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:

Monthly meetings with KNEA-T leadership discussing approaches to spending ESSER III funds. These funds may also discussed during the formal contract negotiations process.
Use of ESSER funds for staff retention payments.
Use of ESSER funds for refunding work days lost due to COVID.

Tribes

We contacted a community member who is connected to the Heart of America Indian Center. They were not able to identify any students in our district affiliated with a Tribe. In a review of our student information system, we identified 25 students who reported a designation of Native American. We surveyed the parents of these students and they indicated the following strategies would be of the greatest benefit to them:

Summer learning programs
After-school tutoring programs
Additional behavioral support, additional instructional materials

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

Civil Rights Organization including Disability Rights Organizations

We interacted with our contact at the Kansas NAACP and sent a survey regarding preferences for ESSER III distribution. We have not yet received their feedback. We did receive feedback from Kansas City United Way, their feedback is included in the next section.

The following is a link to the survey we sent to them <https://tinyurl.com/2fr7nrm5>

Within the survey you can see the responses we have received from the different stakeholders. We have incorporated the feedback we received into the plans for our ESSER spending for all students academic and instructional support.

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 contacts at the below organizations were contacted regarding ESSER input and were sent the survey:

Kansas City United Way: serve underserved and homeless students and families

KVC Kansas: serve children in foster care, children who are incarcerated, and underserved students

El Centro: serve English Learner families and students as well as migratory families

Responses with consensus from this group were:

Additional personnel support for academic intervention

Additional instructional materials and resources (software, textbooks, curriculum, etc.)

Expanded outside social and emotional / mental health services

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

Our district met with a community leadership group called the "Turner Community Connection". We collected feedback from them related to ESSER funds. Our building Site Councils were given the opportunity to take the ESSER survey. These committees are made up of a diverse groups of stakeholders, including community members who do not have children in our schools.

Responses with consensus from this group were:

Additional personnel support for academic intervention

Additional instructional materials and resources (software, textbooks, curriculum, etc.)

Expanded outside social and emotional / mental health services

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.

Turner USD 202 and other Kansas schools shifted to remote learning in March of 2020. In the fall of 2020, Turner began the year with two learning models: "Blended," for which students attended in-person on alternating days, and "Remote". Students returned to school in-person in the fall of 2021 but the year has been significantly disrupted due to spread of COVID variants. Throughout the first semester of the 21-22 school year, the district experienced significantly lower average daily attendance than in years prior to the pandemic. Average daily attendance quarter 1 district wide was 90.9% compared to 95.4% in the first quarter of the 19-20 school year.

When comparing our Winter 2020 MAP data to Winter 2021 MAP data, our mean student performance dropped an average of 3.3 RIT points in mathematics across grades 1-6. The most alarming drop was in first grade where there was a 6-point drop in the mean and in fourth grade where there was a 5-point drop in the mean. Our mean performance dropped an average of 1.9 RIT points in reading with the most significant decline was in first grade, 6 RIT points. While the Winter 2022 MAP data in most cases has improved over Winter 2021 it is still not to the Winter 2020 level of performance.

The loss of learning was also evident on the Kansas assessment. The percent of students performing at the lowest two levels in mathematics increased in all grades but 7 and 8 from spring of 2019 to spring of 2021. Performance at the middle level did not improve just remained stagnant. In English Language Arts, the percent of students performing at the lowest two levels increased in grades 3, 4, and 10 and remained stagnant in grades 7 and 8.

In the first semester of the 2020-21, 26.3% Turner High School students had three or more Fs. In addition, 18.4% of remote only learners failed 6 or more classes first semester earning less than 1 credit towards graduation. In the second semester of 2020-21, 16% of Turner High School students had three or more Fs. In the first semester of 2021-22, 13% of Turner High school students had 3 or more Fs. While the interventions put in place are improving performance, there is still work to be done. This failure rate will have a huge impact on graduation rate if students do not recover credit.

In the fall of 2020, 13.8% Turner Middle School students failed both ELA and Math first semester and 19.8% of remote only students failed six or more classes. In the spring of 2021, 25% of students failed both English and Math. This learning loss will leave large deficits as students prepare to enter 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)

Turner will be using ESSER III funds to hire additional instructional positions to intervene with students who have academic needs. These positions include content specialists in literacy and math at elementary buildings. Secondary schools will receive positions to support students who are at-risk due to instructional losses. Permanent substitutes will also be hired to maintain consistency in instruction and provide an adult with an established relationship to the building and students in the absence of the regular classroom instructor.

Hiring and retaining staff has become especially challenging due to the pandemic. Retention pay will be funded for each employee for each of the next two years in which they are contracted to work.

Turner will review our district curriculum and purchase a variety of instructional resources. Curricular resources for virtual learning with digital components will be recommended in the areas of intervention and English Language Arts.

Instructional time will increase through extended day and an extended year program during the next two summers. Summer schools will occur at each level in our district with expanded offerings. Each of these programs will include incentivized pay for instructors. Our schools will offer various after school intervention programs that will support students with reading, math and credit deficiencies.

The academic recovery will be evaluated using student performance data including the NWEA MAP, BAS, and the KAP. Assessments aligned to the curriculum and embedded digital intervention programs will be used to measure progress more frequently.

A measure of recovery for our secondary students will be credit acquisition. Our extended year and day programs allow students to recover credit towards graduation. In addition, the specialist positions will assist students in maintaining passing

scores in new courses impacted by inadequate foundational knowledge.

Recovery requires extensive preparation and planning. Adapting curriculum, learning intervention systems and planning for differentiation, staff will need to revise their practice and continuously evaluate student data. This challenge makes additional time to plan and collaborate necessary. TUSD will evaluate our efforts using data collected on the 5Essentials survey on collaborative practices, collective responsibility, quality professional learning, academic personalism and program coherence.

The initiatives in the social emotional health of our students will be measured by the SRSS data administered three times annually and our data from the SOS. Our attendance and discipline data will also be examined. We will also examine the data from a newly implemented tracking system in our counseling program.

We plan to update instructional technology that proved lacking during instruction this year. New student devices will take place across the district. Lastly, funds will be used to improve air quality at our high school.

Elementary Math Coaching Program - addition of Math Coach

Evidence supports the use of instructional coaching with teachers. Coaching has a positive impact on student achievement by producing higher quality teachers. The following are links to evidence:

https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf

[https://www.edweek.org/education/opinion-instructional-coaching-finally-an-easy-choice/2016/09#:~:text=Hattie%20found%20that%20when%20instructional,4%20is%20considered%20effective\).](https://www.edweek.org/education/opinion-instructional-coaching-finally-an-easy-choice/2016/09#:~:text=Hattie%20found%20that%20when%20instructional,4%20is%20considered%20effective).)

<https://www.educationnext.org/in-schools-teacher-quality-matters-most-coleman/>

Purchase of K-12 Math Curriculum:

The three curriculums being considered by TUSD are Eureka Math, Illustrative Math and iReady Math. All of the curriculum products meet expectations of focus and coherence, as well as rigor and mathematic practices.

The links to evidence:

<https://www.edreports.org/reports/overview/eureka-math-2015>

<https://www.edreports.org/reports?q=Illustrative+Math>

<https://www.edreports.org/reports?q=iReady>

Purchase of 6-12 ELA curriculum:

The district will select products to review that are highly rated in text quality, building knowledge, standard alignment and usability. The link to evidence: <https://www.edreports.org/compare/results/ela-hs>

Diversity, Equity, and Inclusion Professional Learning:

Professional learning for our staff in diversity, equity and inclusion will enhance our staff's ability to create a culturally responsive classroom and support all learners from a variety of cultures with varying racial and ethnic backgrounds.

The links to evidence:

<https://www.newamerica.org/education-policy/edcentral/5-ways-culturally-responsive-teaching-benefits-learners/>

<https://ies.ed.gov/ncee/edlabs/regions/midwest/blogs/culturally-responsive-instruction-best-practices.aspx>

https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_106.asp

Absenteeism Prevention Support - Addition of support for truancy

Absenteeism impacts student learning and graduation progress. TUSD currently maintains on full time employee that follows up with students, families and ultimately the court system if necessary regarding chronic absenteeism. Adding a position, will allow us to intervene sooner and have more frequent monitoring.

Link to evidence:

https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/508_ChronicAbsenteeism_NatlSummary_Balfanz_Byrnes_2012.pdf

<https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/23>

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

The majority of our ESSER allocation will be expended on staffing to help in the recovery of learning loss suffered during the COVID-19 pandemic as well as staff retention.

We have hired intervention staff for both ELA and math at all levels to address the learning loss.

We have dedicated substitute teacher positions to try and create instructional consistency for students when staff have been out.

We have added a counselor and an instructional coach and to address the mental health needs of staff. These additional positions will be funded for two more years with the ESSER funds. There are additional hours added to a social worker and occupational therapist paid with COVID-19 SPED funds.

We have planned for summer school K-12 for the next 2 years.

We have planned for staff retention incentives for the next 2 fiscal years, payments will be made to all staff for returning to work at the beginning of the following school year.

We have planned for data and testing analysis with an intervention data coordinator that will be utilizing early warning and secondary intervention from our student data software.

We are in the process of hiring an elementary math coach.

We have planned for additional support for our truancy department with a classified position.

We will also hire a diversity, equity, and inclusion trainer for additional support for students.

We are planning to continue a STEM summer program for the next 2 years.

We are adopting new ELA curriculum resources for 6-12 and K-12 math resources.

Student technology upgrade due to outdated devices, this affords the student the ability to work both in the classroom and at home.

Our high school HVAC system is the original equipment and more than 20 years old. Replacing this will improve the air quality and provided the needed air exchange and bring efficiencies that we do not currently have.

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 at the elementary level are screened annually in the fall using the NWEA MAP Assessment. This data is analyzed to determine what students may need further assessment. If deficiencies exist, diagnostic assessments are given to determine where intervention is needed.

Interventions put in place will be based on each student's individual performance data.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$9,464,966	\$0	\$9,464,966	ESSER III Allocations	\$1,892,994
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$9,464,966	\$0	\$9,464,966	Amount Still Needed	\$1,892,994
In Review Total	\$9,464,966	\$0	\$9,464,966	In Review Total	\$2,233,650
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
202-3-0001	Direct	True	1000	100	12	\$1,784,000	Task Force Review
202-3-0002	Direct	False	1000	120	16	\$210,000	Task Force Review
202-3-0003	Direct	False	1000	213	16	\$394,525	Task Force Review
202-3-0004	Direct	False	1000	221	16	\$294,526	Task Force Review
202-3-0005	Direct	False	1000	290	16	\$3,850	Task Force Review
202-3-0006	Direct	False	1000	653	12	\$1,015,350	Task Force Review
202-3-0007	Direct	False	1000	736	9	\$750,000	Task Force Review
202-3-0008	Direct	False	2113	100	16	\$51,000	Task Force Review
202-3-0009	Direct	False	2113	213	16	\$9,675	Task Force Review
202-3-0010	Direct	False	2113	221	16	\$3,902	Task Force Review
202-3-0011	Direct	False	2100	120	16	\$180,000	Task Force Review
202-3-0012	Direct	False	2100	213	16	\$38,700	Task Force Review
202-3-0013	Direct	False	2100	221	16	\$13,770	Task Force Review
202-3-0014	Direct	False	2100	290	16	\$232	Task Force Review
202-3-0015	Direct	True	2100	653	12	\$9,650	Task Force Review
202-3-0016	Direct	False	2213	100	16	\$235,908	Task Force Review
202-3-0017	Direct	False	2213	213	16	\$38,700	Task Force Review
202-3-0018	Direct	False	2213	221	16	\$18,048	Task Force Review
202-3-0019	Direct	False	2213	290	16	\$236	Task Force Review
202-3-0020	Direct	False	2213	321	10	\$60,000	Task Force Review
202-3-0021	Direct	False	2500	120	16	\$590,000	Task Force Review
202-3-0022	Direct	False	2500	221	16	\$45,136	Task Force Review
202-3-0023	Direct	False	2500	290	16	\$23,990	Task Force Review
202-3-0024	Direct	False	2700	120	16	\$80,000	Task Force Review
202-3-0025	Direct	False	2700	213	16	\$19,350	Task Force Review
202-3-0026	Direct	False	2700	221	16	\$6,120	Task Force Review
202-3-0027	Direct	False	2700	290	16	\$80	Task Force Review
202-3-0028	Direct	False	2620	739	14	\$1,732,218	Task Force Review
202-3-0029	Direct	False	1000	100	12	\$216,000	Task Force Review
202-3-0030	Direct	True	1000	100	12	\$440,000	Task Force Review

Line Item Details

Line Item ID: 202-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

ESSER-3 Certified Salaries

Account Number

68-1000-100-1919

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$892,000

Budgeted Expenditures in SFY 2024

\$892,000

Total Expenditures
\$1,784,000
Status

Task Force Review

Line Item ID: 202-3-0002

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 Classified Salaries

Account Number

68-1000-120-1919

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$105,000

Budgeted Expenditures in SFY 2024

\$105,000

Total Expenditures
\$210,000
Status

Task Force Review

Line Item Comment from KSDE

Clarification: Please provide additional information explaining how this expenditure is related to COVID-19.

Line Item ID: 202-3-0003

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 Health Insurance

Account Number

68-1000-213-1919

Function Code

1000 - Instruction

Object Code

213 - Health and Accident Insurance

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$183,500

Budgeted Expenditures in SFY 2024

\$211,025

Total Expenditures

\$394,525

Status

Task Force Review

Line Item Comment from KSDE

Clarification: Please provide additional information on which line item is related to this expenditure.

Line Item ID: 202-3-0004

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 FICA

Account Number

68-1000-221-1919

Function Code

1000 - Instruction

Object Code

221 - FICA - Employer's Contribution

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$147,263

Budgeted Expenditures in SFY 2024

\$147,263

Total Expenditures

\$294,526

Status

Task Force Review

Line Item Comment from KSDE

Clarification: Please provide additional information on which line item is related to this expenditure.

Line Item ID: 202-3-0005

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 Other Benefits

Account Number

68-1000-290-1919

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,925

Budgeted Expenditures in SFY 2024

\$1,925

Total Expenditures

\$3,850

Status

Task Force Review

Line Item Comment from KSDE

Clarification: Please provide additional information on which line item is related to this expenditure.

Line Item ID: 202-3-0006

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 Instructional Software

Account Number

68-1000-653-1919

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,015,350

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$1,015,350

Status

Task Force Review

Line Item ID: 202-3-0007

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 Instructional technology equipment

Account Number

68-1000-736-1919

Function Code

1000 - Instruction

Object Code

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

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$450,000

Budgeted Expenditures in SFY 2024

\$300,000

Total Expenditures

\$750,000

Status

Task Force Review

Line Item Comment from KSDE

Clarification – Please provide the number of devices to be purchased due to COVID-19.

Line Item ID: 202-3-0008

Allocation Type

Direct Allocation

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

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

Account Name

ESSER-3 Social Worker Certified Salaries

Account Number

68-2113-100-1919

Function Code

2113 - Social Work Services

Object Code

100 - Personal Services - Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$25,500

Budgeted Expenditures in SFY 2024

\$25,500

Total Expenditures

\$51,000

Status

Task Force Review

Line Item Comment from KSDE

Clarification – Please provide more information on how this position relates to COVID-19

Line Item ID: 202-3-0009

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 Health Insurance

Account Number

68-2113-213-1919

Function Code

2113 - Social Work Services

Object Code

213 - Health and Accident Insurance

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$4,500

Budgeted Expenditures in SFY 2024

\$5,175

Total Expenditures

\$9,675

Status

Task Force Review

Line Item ID: 202-3-0010

Allocation Type

Direct Allocation

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

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

Account Name

ESSER-3 FICA

Account Number

68-2113-221-1919

Function Code

2113 - Social Work Services

Object Code

221 - FICA - Employer's Contribution

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,951

Budgeted Expenditures in SFY 2024

\$1,951

Total Expenditures

\$3,902

Status

Task Force Review

Line Item ID: 202-3-0011

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-3 Support Services classified salaries

Account Number

68-2100-120-1919

Function Code

2100 - Support Services (Students)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$90,000

Budgeted Expenditures in SFY 2024

\$90,000

Total Expenditures

\$180,000

Status

Task Force Review

Line Item Comment from KSDE

Clarification – Please provide more information on how this position relates to COVID-19.

Line Item ID: 202-3-0012

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-3 Health Insurance

Account Number

68-2100-213-1919

Function Code

2100 - Support Services (Students)

Object Code

213 - Health and Accident Insurance

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$18,000

Budgeted Expenditures in SFY 2024

\$20,700

Total Expenditures

\$38,700

Status

Task Force Review

Line Item ID: 202-3-0013

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-3 FICA

Account Number

68-2100-221-1919

Function Code

2100 - Support Services (Students)

Object Code

221 - FICA - Employer's Contribution

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$6,885

Budgeted Expenditures in SFY 2024

\$6,885

Total Expenditures

\$13,770

Status

Task Force Review

Line Item ID: 202-3-0014

Allocation Type

Direct Allocation

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

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

Account Name

ESSER-3 Other Benefits

Account Number

68-2100-290-1919

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$116

Budgeted Expenditures in SFY 2024

\$116

Total Expenditures

\$232

Status

Task Force Review

Line Item ID: 202-3-0015

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 Student Support software

Account Number

68-2100-653-1919

Function Code

2100 - Support Services (Students)

Object Code

653 - Software

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$9,650

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$9,650

Status

Task Force Review

Line Item ID: 202-3-0016

Allocation Type

Direct Allocation

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

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

Account Name

ESSER-3 Instructional Coach Certified Salaries

Account Number

68-2213-100-1919

Function Code

2213 - Instructional Staff Training Services

Object Code

100 - Personal Services - Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$117,954

Budgeted Expenditures in SFY 2024

\$117,954

Total Expenditures

\$235,908

Status

Task Force Review

Line Item Comment from KSDE

Clarification – Please provide more information on how this position relates to COVID-19 and beyond what is typically provide for instructional coaching/support.

Line Item ID: 202-3-0017

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 Health Insurance

Account Number

68-2213-213-1919

Function Code2213 - Instructional Staff Training
Services**Object Code**

213 - Health and Accident Insurance

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$18,000**Budgeted Expenditures in SFY 2024** \$20,700**Total Expenditures** \$38,700**Status**

Task Force Review

Line Item ID: 202-3-0018

Allocation Type

Direct Allocation

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

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

Account Name

ESSER-3 FICA

Account Number

68-2213-221-1919

Function Code2213 - Instructional Staff Training
Services**Object Code**

221 - FICA - Employer's Contribution

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,024**Budgeted Expenditures in SFY 2024** \$9,024**Total Expenditures** \$18,048**Status**

Task Force Review

Line Item ID: 202-3-0019

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-3 Other Benefits

Account Number

68-2213-290-1919

Function Code2213 - Instructional Staff Training
Services**Object Code**

290 - Other Employee Benefits

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$118**Budgeted Expenditures in SFY 2024** \$118**Total Expenditures** \$236**Status**

Task Force Review

Line Item ID: 202-3-0020

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-3 Instructional Staff Training

Account Number

68-2213-321-1919

Function Code2213 - Instructional Staff Training
Services**Object Code**321 - Instructional Programs
Improvement Services**Allowable Use**10 - Providing mental health services
and supports.**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$30,000**Budgeted Expenditures in SFY 2024** \$30,000**Total Expenditures** \$60,000**Status**

Task Force Review

Line Item ID: 202-3-0021

Allocation Type

Direct Allocation

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

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

Account Name

ESSER-3 Classified salaries

Account Number

68-2500-120-1919

Function Code

2500 - Central Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$295,000**Budgeted Expenditures in SFY 2024** \$295,000**Total Expenditures** \$590,000**Status**

Task Force Review

Line Item ID: 202-3-0022

Allocation Type

Direct Allocation

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

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

Account Name

ESSER-3 FICA

Account Number

68-2500-221-1919

Function Code

2500 - Central Services

Object Code

221 - FICA - Employer's Contribution

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$22,568**Budgeted Expenditures in SFY 2024** \$22,568**Total Expenditures** \$45,136**Status**

Task Force Review

Line Item ID: 202-3-0023

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-3 Other Benefits

Account Number

68-2500-290-1919

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$11,695

Budgeted Expenditures in SFY 2024

\$12,295

Total Expenditures

\$23,990

Status

Task Force Review

Line Item ID: 202-3-0024

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-3 Transportation support staff

Account Number

68-2700-120-1919

Function Code

2700 - Student Transportation Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$40,000

Budgeted Expenditures in SFY 2024

\$40,000

Total Expenditures

\$80,000

Status

Task Force Review

Line Item ID: 202-3-0025

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-3 Health Insurance

Account Number

68-2700-213-1919

Function Code

2700 - Student Transportation Services

Object Code

213 - Health and Accident Insurance

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,000**Budgeted Expenditures in SFY 2024** \$10,350**Total Expenditures** \$19,350**Status**

Task Force Review

Line Item ID: 202-3-0026

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-3 FICA

Account Number

68-2700-221-1919

Function Code

2700 - Student Transportation Services

Object Code

221 - FICA - Employer's Contribution

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,060**Budgeted Expenditures in SFY 2024** \$3,060**Total Expenditures** \$6,120**Status**

Task Force Review

Line Item ID: 202-3-0027

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-3 Other Benefits

Account Number

68-2700-250-1919

Function Code

2700 - Student Transportation Services

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

Task Force Review

Line Item ID: 202-3-0028

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-3 Equipment

Account Number

68-2620-739-1919

Function Code

2620 - Maintenance of Buildings

Object Code

739 - Other Equipment

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,000,000**Budgeted Expenditures in SFY 2024** \$732,218**Total Expenditures** \$1,732,218**Status**

Task Force Review

Line Item Comment from KSDE

Clarification: Please provide information explaining how this expenditure is necessary due to COVID-19, a timeline to ensure that the project(s) will be completed by the funding obligation date and that the required facilities improvement paperwork has been completed.

5-9-2022: This is a capital improvement and requires the necessary paperwork.

Line Item ID: 202-3-0029

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-3 Certified Salaries

Account Number

68-1000-100-1919

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$108,000**Budgeted Expenditures in SFY 2024** \$108,000**Total Expenditures** \$216,000**Status**

Task Force Review

Line Item ID: 202-3-0030

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 Certified Salaries

Account Number

68-1000-100-1919

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$220,000**Budgeted Expenditures in SFY 2024** \$220,000**Total Expenditures** \$440,000**Status**

Task Force Review

Line Item ID: 202-3-0031

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-3 Certified Salaries

Account Number

68-1000-100-1919

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$600,000**Budgeted Expenditures in SFY 2024** \$600,000**Total Expenditures** \$1,200,000**Status**

Task Force Review

ESSER III APPLICATION FOR D0215

Status

Task Force Review

KSDE Application Comments

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

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Lakin	1003 W Kingman, Lakin, KS 67860	1003 W Kingman, Lakin, KS 67860
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Martin Stessman	martin.stessman@usd215.org	(620) 355-6761

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Rayne Gosch	Clerk	rayne.gosh@usd215.org	(620) 355-6761
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Julie Crum	julie.crum@usd215.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

Plan for Safe Return

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

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/865310/USD215_Reopening_Plan_Final.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 the summer of 2020 USD 215 school district officials began meeting with Kearny County Health Department representatives and the Kearny County health officer to plan for a safe return to school. Over the past 22 months USD 215 has met regularly with county health officials as the case loads for the county fluctuated and the impact on the school peaked and ultimately receded. Students were masked at times of peak case loads. Mask restrictions were relaxed when case loads would allow.

Upon the opening of the current school year, School administrators, working with Kearny County Health officials kept the Board of Education updated with a weekly matrix of statistical data including community caseloads and caseloads in each of the buildings broken down by staff and students. Using this type of monitoring, schools and health officials were able to work together to quarantine students, families, classrooms and teams as necessary to mitigate viral spread. Decisions were made on a weekly and sometimes daily basis to quarantine students and families.

Funds were used to purchase equipment to sanitize and sterilize desks, furniture, classroom equipment, toys, playground equipment, rooms and doors on a daily basis targeting schools and classrooms where the viral load was detected. Restrooms and drinking fountains were sanitized on the hour. Sterilizing wipes and hand sanitizer dispensers were placed at every entrance and throughout the buildings at strategic locations. Testing supplies were purchased to allow students to rapid test to remain in school and to keep athletic teams and school groups safe.

Stakeholder Engagement

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

Students

We are a small district with 615 students. Fifty-two percent of our students are classified as minority students. Forty-five percent of our students are classified as hispanic or "other" typically indicative of recent immigration to the country with Central American origins. An analysis of our student achievement data on local, state and nationally normed assessments indicate our greatest needs are those students of Hispanic heritage along with students in poverty. A high correlation exists between those two populations.

The superintendent of schools held separate focus groups with the student council representatives of Lakin High School and Lakin Middle School. Students were asked about their academic and social-emotional needs. Responses and suggestions for support included after school programs, summer school programs, counseling and social work services. The bulk of the students in these two groups were successful in school.

The superintendent also conducted a focus group with the Hispanic and Latino (HALO) club students at the high school. These students had very valuable suggestions when asked how the school and district could best support them, their families and their younger brothers and sisters in order to increase their chances of success in school. Suggestions included "Books, lots of books" into the hands of their younger siblings in preschool and grade school. These include books in Spanish, English and a combination of both. In addition, HALO students supported summer school as long as transportation and meal service are provided. Many of the families work at local agriculture related businesses and cannot transport students during the work day during summer.

When asked about their own needs as minority students, they suggested exposure to the world outside of Southwest Kansas including field trips and summer trips to colleges like Kansas State, Wichita State, the University of Kansas, the Cosmosphere and Art Museums in Wichita. The students expressed a need to see a world outside of the one in which they live. Many never travel beyond Kearny County and have low aspirations because they have little exposure to the world beyond our borders.

Families

The district administered a survey to all parents. We received replies from 89 of 379 families, a return rate of 25%. Survey results indicate support for additional staff for academic and behavioral intervention, after school tutoring programs, summer school programs, additional instructional resources and support for the social-emotional needs of students. In the open ended response, some parents expressed the opinion that teachers should be more strict and less tolerant of disruptive student behaviors. A few skewed toward a more positive approach with support for more counseling and social work services for those students.

In addition to the survey, the superintendent and elementary principal held a meeting with the parents of migrant and non-English speaking students of all grade levels. The meeting was very well attended; the district provided an evening meal for the entire family and supervision for children to play on the grade school playground. With the help of interpreters, the administrators engaged the parents in a discussion of their students' needs. The responses of the parents were similar to those of the Hispanic students. Parents were very grateful for the school for providing transportation and free meals. They indicated a support for after school and summer school programs as long as transportation and meals can be provided. Parents expressed gratitude for the summer book program and a desire to see that continue.

Parent groups - site councils from each building also provided their input through a discussion format at regularly scheduled meetings. That input was strikingly similar to the survey results, which was not surprising since the demographic responding to surveys was similar to the make up of site councils. Parents on site councils expressed support for after school programs, summer school programs and additional support for social-emotional needs of students. They also voiced a concern about cell phones and a desire to ban them from student use in schools.

School and District Administrators including Special Education Administration

Since we are a small district with a team of four administrators our planning is done at administrator meetings held twice monthly throughout the school year. We continually examine student data, discuss student needs and principals continually advocate for their students and buildings.

Principals also provide input and guide their building level teams through discussion of strategies and school improvement plans that will impact their student achievement in a positive manner. Principals advocated vociferously for instructional resources for language acquisition for their students. The current instructional materials do not adequately address phonics or phonemic awareness and have no resources for ELL students who do not speak English or have limited English language skills.

Principals support after school programs and the acquisition of resources for those programs as well as summer school tutoring and a jump start program in August. Again, principals advocated strongly for resources for ELL student and students in poverty for those extended learning opportunities as well as enrichment resources and trips for all students to expand their aspirations beyond the borders of the county.

Principals also expressed support for continued professional development for teachers in Kagan Learning Strategies in order to help teachers engage students in their own learning.

The superintendent has discussed special education needs of students and staff with the cooperative special education director. In addition, special education teachers provided input with the regular education teachers through their building leadership teams. The ESSER funds for special education are under the direction of the Special Education Coop Director. For the use of district ESSER funds the Special Education director as indicated a need for additional social-emotional support and student technology. In addition, the district will include the special education teachers in their retention pay structures

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

Input from teachers was solicited using two methods; a survey to all teachers and by using building and district leadership teams as focus groups.

The survey was distributed to all teachers in grades k-12. Survey results indicate the teachers support additional staff for interventions, after school programs, social and emotional supports for students, summer school programs and increased resources for the instruction of phonics and phonemic awareness for students who are reading below grade level and for reading and English instruction for ELL student who are in the process of learning to read and speak English. The resources requested specifically include more decodable books and leveled books for checkout and additional books for summer reading program. Teachers also espoused support for a jump start in August in addition to a regular summer school schedule.

Teacher's provided input to their Building Leadership Teams (BLTs) which was funneled to the superintendent through principals and teacher representatives on the District Leadership Team (DLT). Input from teachers in this format indicated support for additional reading resources for phonics instruction, after school tutoring programs for students who are below grade level in reading and math, summer school programs that include both remediation and enrichment, social emotional supports for students, a stipend for additional LETRS training for teachers in grades K-5, and additional technology for classroom instruction.

The DLT met to consider, discuss and approve the ESSER III Plan recommendations. Teachers were an integral part of developing the plan and multiple changes to the plan were made based on their input.

The Superintendent met with the president and the head negotiator for the Lakin Teachers Association to discuss the ESSER III proposed plan. They expressed support the plan as it was drafted and recommended including a retention stipend for teachers who return for the 2022-23 school year and the following year. They also recommended support for additional instructional technology for classrooms and students.

Tribes

The superintendent was unable to find any local organizations affiliated with Native American Tribes. He checked the student information system and found two families claiming Native American heritage and contacted those parents. One of the parents is a teacher in the school system and the other is a close relative of this teacher. In total, seven students are of Native American decent.

These students are currently highly successful. None of them qualify for lunch support. Those in high school are all on track to graduate with no failed courses. Those in lower grades have demonstrated math and ELA proficiency on state assessments, Fastbridge assessments and iReady lessons. Both families expressed gratitude for the extra curricular activities in which their students participate stating those made a difference in the engagement of their students and in their motivation to be successful. When asked their opinion about how to help more students be successful they endorsed summer school with breakfast and lunch options as well as after school tutoring.

Civil Rights Organization including Disability Rights Organizations

The superintendent contacted the ACLU and the Kansas Human Rights Commission. KHRC responded, "The Kansas Human Rights Commission has not established requirements or guidance regarding ESSER III funding plans."

The ACLU responded, "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." They then directed us to their webpage.

The superintendent also contacted the Russell Child Development Center, a community-based not-for-profit organization. RCDC is the umbrella agency for eight childhood programs in 19 Southwest Kansas counties. Their input is included in the section below, but can be summarized as support for mental health services for students and parents, mentoring for minority students and assistance for minority students in navigating the college application process.

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 sought input for this plan from the migrant outreach coordinator. He recommended support for literacy development in decoding words, assigning meaning of text, building fluency, and focus on comprehension strategies. He advocated for building trust with families to help open the lines of communication between families and the schools. He also stated that incorporating diversity in the classrooms and providing resources for parents will help bridge the students, parents and the district would be a positive step.

The Grade School Principal Serves as the Title coordinator and the Homeless Liaison. Her input was reflected in the summer school and after school program development for these students. Her only suggestion in addition to those measures was to continue to expand preschool options for students in poverty.

The Middle School principal serves as the advocate for students in foster care. His suggestions included better outreach to foster families, limiting foster families to those with school or district approval. Neither of these are within the scope of authority of the district. He supported social emotional support for these students in the form of summer visits from the social worker and summer meal program.

The Russell County Child Development Center (RCDC) provided the following suggestions:
Increased and easily accessible mental health services for students and parents would be amazing, particularly with providers who are bilingual in English and Spanish.

We are getting Learn & Play back up and running in Lakin; the more help with promotion in the community we have, as well as ideas for assistance with things like transportation to and from groups, the more successful it will be to engage children and families early and help prepare them for school.

Also, I think it would be beneficial for students, particularly minority students who may be the first generation to consider post-secondary education, to have access to mentoring as they navigate things like scholarship applications and availability, school applications, tests that need to be taken (like the ACT,) FAFSAs, and other things that they may never have heard of prior to being in junior high or high school.

We have no facilities in the district or county that serve incarcerated students. We have no current students who are incarcerated in county or city law enforcement facilities.

Students with disabilities are served through the IEP process. Special education teachers in all three buildings were contacted and asked what their students need to be more successful. Comments included extended school year and a need for fully licensed teachers in all three buildings combined with fully staffing paraprofessional positions. The district is working closely with the Special Education Coop to improve salary and benefits in order to attract more teachers and paras to the special education classrooms.

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

Throughout the pandemic, we have engaged with our stakeholders to gain perspective on what they feel is needed to address the overall well-being of our students and to meet their academic and social emotional needs. Through these ongoing conversations, patrons expressed a desire for the schools to focus more effort on academic achievement and less on athletics and activities. One specific group of retired patrons made comments during the public comment portion of the August meeting to protest any potential tax increases. The superintendent met with members of this group at a later date to hear their concerns and respond with accurate information. As a result of this meeting, the district has made an effort to increase promotion of academic achievement in the local paper and on social media.

Other community engagement was done through Site Council Meetings, during Parent Teacher Conferences, and during the Board of Education meetings. During all of these venues, principals held open discussions about programs and student assessment results. The Board has held frank discussions on how to continue to educate the public and themselves on student achievement and to improve the culture of our district and community. These sometimes robust conversations have prompted us to begin our next KESA cycle in August with a goal of increased family and community engagement.

One negative result of this increased communication is the emergence of one group who has begun to use of our efforts to help low income and minority students against us. While most people definitely the need and the virtue of providing additional supports to our poor, ELL and minority students, one group of parents who run a non-accredited private school have begun to recruit students on the theme that the public school only focuses on poor and minority students and white students are ignored. We are developing a plan to address this message by engaging more families and 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.

Covid impacted the students of Lakin USD 215 in numerous ways. Students were out of school for approximately 6 months, a disproportionate amount of time. Because 50% of our students are rural and without reliable internet access and others reside in poverty and have neither a device nor internet access learning for the final quarter of 2020 was done by packet. Most of our younger students were without adults in the home during the school day to assist with schoolwork and suffered from extensive learning loss. Approximately 30% of those students are raised by parents with no or very little English language skills. As a result, these students lost the opportunity to acquire language in addition to lost instruction in Reading and all other academic subjects.

Local, state and national assessments indicate a dramatic need for additional language acquisition resources, instructional time, ELA instructional resources, after school tutoring and summer school interventions for migrant, low-income and ELL students. Of the 605 students in USD 215, 97 (16%) qualify as bilingual and 244 (40%) qualify as at-risk.

State assessment results reveal a learning gap in reading in the lower elementary grades: 43% of third grade students and 30% of fourth grade students scored at level one on the 2022 state assessment. That same gap does not exist in Math or Science.

Fastbridge data confirms those results. Spring of 2022 results reveal that 51% of third grade students and 57% of fourth grade students are classified as some or high risk in reading, while 46% and 43% of first and second grade students are also classified as some or high risk in reading.

While extended learning opportunities are needed in all grades and subjects, data clearly indicates the need for better reading instruction, better reading resources and extended learning opportunities for K-5 students in reading.

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 research is clear that the teacher in the classroom is the #1 factor impacting student achievement. As a result of that fact, USD 215 has reserved \$33,000 in ESSER III funds to incentivize teachers to be trained in LETRS, and another \$15,000 for training in the Pathways to reading foundational program, thus increasing their effectiveness as teachers of reading. In addition, another \$100,000 is reserved to purchase Geodes and other reading decodables and instructional materials to provide teachers with the resources they need to reach ELL, migrant, and low income students who struggle in reading.

Two hundred and ninety thousand (\$290,000) has been designated for extended learning opportunities like summer school and after school tutoring and enrichment programs. The bulk of that money is dedicated to reading and math instruction for students in grades K-6. This coming year those funds will be used for an August Jump Start program for students who were served in after school programs throughout the current school year. After school tutoring will continue next year in conjunction with the jump start to keep kids from falling behind. For students in grades 9-12 USD 215 will offer credit recovery classes in order to keep all students on a clear path to graduation.

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

USD 215 will spend the 25% or \$250,000 toward the replacement of HVAC units on the middle school building. This building houses 240 students in grades 5-8 in addition to classes some high school classes. The HVAC units have been failing and the air quality is poor. Since this is our most modern building, none of the windows open and fresh air is not recycled throughout the day as needed.

In addition, USD 215 will dedicate \$100,000 over two years as a retention incentive for employees who return to teach in the fall. Sixty thousand (\$60,000) will be used to purchase iReady - a remedial software program for individualized reading and math instruction for students to work on their own pace. \$6,000 will go toward Fastbridge to continue progress monitoring of students in reading and math. \$100,000 over the next two years will go toward the salary of a social worker at the grade school to assist students and families with social-emotional needs and to connect migrant families to outside agencies for assistance. Another \$50,000 will provide the salary for an ELL instructor at the high school to assist ELL students with language acquisition and content support. \$159,000 has been earmarked for instructional technology. Most notably iPads for increased capacity for assessment and individualized learning on the iReady program purchased for reading and math. \$75,000 will be used to purchase Smartboards (interactive flat screen displays) for teachers k-12 who have requested them. Lastly, \$10,000 has been reserved for Kagan Cooperative Learning training to provide teachers with strategies to engage all children actively in the classroom.

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 215 has a well developed school improvement process. Classroom teachers at the grade school conduct formative assessments regularly to inform their instruction. Building leadership teams at each school meet monthly to discuss student progress and individual student needs including social emotional needs presented by counselors and social workers. The district leadership team meets quarterly to examine student achievement data including Fastbridge scores, walk-through data aligned to building goals, state assessment scores when appropriate, local formative assessments, attendance data, referral data, communities that care survey data, and behavior and academic intervention data. This type of data based progress monitoring and decision making helps staff to evaluate student programs and student progress and to assess the effectiveness of select interventions for all subgroups of students: ELL, Migrant, at-risk, homeless, foster care and students demonstrating need for the RTI process prior to special education referral. This also acts as a type of programmatic evaluation.

Data on K-12 students currently in extended day programs, in-school intervention programs and summer programs is analyzed and monitored in a pretest, post test manner using iReady. This process allows us to move students into and out of interventions based on their need and the changing content throughout the school year.

Using this process adjustments to the interventions for individual students and programmatic changes can be made throughout the school year rather than waiting for the end of a grading period or the start of a new term.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,076,162	\$0	\$1,076,162	ESSER III Allocations	\$215,233
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,076,162	\$0	\$1,076,162	Amount Still Needed	\$215,233
In Review Total	\$1,076,162	\$0	\$1,076,162	In Review Total	\$356,500
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
215-3-0001	Direct	True	1000	110	11A	\$60,000	Task Force Review
215-3-0002	Direct	True	1000	600	12	\$39,000	Task Force Review
215-3-0003	Direct	True	1000	110	11A	\$15,000	Task Force Review
215-3-0004	Direct	True	1000	110	11A	\$110,000	Task Force Review
215-3-0005	Direct	True	1000	120	11A	\$44,000	Task Force Review
215-3-0006	Direct	False	2710	120	11A	\$13,500	Task Force Review
215-3-0007	Direct	False	2213	330	4	\$15,000	Task Force Review
215-3-0008	Direct	False	1000	600	12	\$45,000	Task Force Review
215-3-0009	Direct	False	1000	600	12	\$45,000	Task Force Review
215-3-0010	Direct	False	1000	600	12	\$60,000	Task Force Review
215-3-0011	Direct	False	2600	700	13	\$250,000	Task Force Review
215-3-0012	Direct	True	1000	110	11A	\$6,000	Task Force Review
215-3-0013	Direct	True	1000	735	9	\$60,000	Task Force Review
215-3-0014	Direct	False	2213	330	4	\$10,000	Task Force Review
215-3-0015	Direct	True	1000	735	9	\$22,500	Task Force Review
215-3-0016	Direct	False	1000	110	16	\$100,000	Task Force Review
215-3-0017	Direct	False	1000	736	9	\$90,000	Task Force Review
215-3-0018	Direct	False	1000	736	9	\$75,000	Task Force Review
215-3-0019	Direct	False	2213	330	4	\$16,162	Task Force Review

Line Item Details

Line Item ID: 215-3-0001

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

73

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$20,000

Budgeted Expenditures in SFY 2023

\$20,000

Budgeted Expenditures in SFY 2024

\$20,000

Total Expenditures

\$60,000

Status

Task Force Review

Line Item Comment from KSDE

COVID tie required. Double check 20%

Line Item ID: 215-3-0002

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

73

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$13,000

Budgeted Expenditures in SFY 2023

\$13,000

Budgeted Expenditures in SFY 2024

\$13,000

Total Expenditures

\$39,000

Status

Task Force Review

Line Item Comment from KSDE

COVID tie required. Double check 20%

Line Item ID: 215-3-0003

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

73

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$3,000

Budgeted Expenditures in SFY 2023

\$6,000

Budgeted Expenditures in SFY 2024

\$6,000

Total Expenditures

\$15,000

Status

Task Force Review

Line Item Comment from KSDE

COVID tie required. Double check 20%

Line Item ID: 215-3-0004

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

73

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$55,000

Budgeted Expenditures in SFY 2024

\$55,000

Total Expenditures

\$110,000

Status

Task Force Review

Line Item Comment from KSDE

COVID tie required. Double check 20%

Line Item ID: 215-3-0005

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

73

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$22,000**Budgeted Expenditures in SFY 2024** \$22,000**Total Expenditures** \$44,000**Status**

Task Force Review

Line Item Comment from KSDE

COVID tie required. Double check 20%

Line Item ID: 215-3-0006

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

73

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$4,500**Budgeted Expenditures in SFY 2023** \$4,500**Budgeted Expenditures in SFY 2024** \$4,500**Total Expenditures** \$13,500**Status**

Task Force Review

Line Item ID: 215-3-0007

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

73

Function Code

2213 - Instructional Staff Training Services

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

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

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	<u>\$15,000</u>

Status

Task Force Review

Line Item ID: 215-3-0008

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

73

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

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

Status

Task Force Review

Line Item ID: 215-3-0009

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

73

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$45,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$45,000

Status

Task Force Review

Line Item ID: 215-3-0010

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

73

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$60,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$60,000

Status

Task Force Review

Line Item ID: 215-3-0011

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

73

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$250,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$250,000</u>

Status

Task Force Review

Line Item Comment from KSDE

Capital Improvement documentation required.

Line Item ID: 215-3-0012

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

73

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,000
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$1,500
Total Expenditures	<u>\$6,000</u>

Status

Task Force Review

Line Item Comment from KSDE

COVID tie required. Double check 20%

Line Item ID: 215-3-0013

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

73

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$30,000

Budgeted Expenditures in SFY 2023

\$30,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$60,000

Status

Task Force Review

Line Item Comment from KSDE

COVID tie required. Double check 20%

Line Item ID: 215-3-0014

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

73

Function Code

2213 - Instructional Staff Training Services

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$5,000

Budgeted Expenditures in SFY 2024

\$5,000

Total Expenditures

\$10,000

Status

Task Force Review

Line Item ID: 215-3-0015

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

73

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$7,500

Budgeted Expenditures in SFY 2023

\$7,500

Budgeted Expenditures in SFY 2024

\$7,500

Total Expenditures

\$22,500

Status

Task Force Review

Line Item Comment from KSDE

COVID tie required. Double check 20%

Line Item ID: 215-3-0016

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

73

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$50,000

Budgeted Expenditures in SFY 2024

\$50,000

Total Expenditures

\$100,000

Status

Task Force Review

Line Item ID: 215-3-0017

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

73

Function Code

1000 - Instruction

Object Code

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

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$30,000

Budgeted Expenditures in SFY 2023

\$30,000

Budgeted Expenditures in SFY 2024

\$30,000

Total Expenditures\$90,000**Status**

Task Force Review

Line Item ID: 215-3-0018

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

73

Function Code

1000 - Instruction

Object Code

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

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$75,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$75,000**Status**

Task Force Review

Line Item ID: 215-3-0019

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

73

Function Code2213 - Instructional Staff Training
Services**Object Code**330 - Professional Employee Training
and Development Services**Allowable Use**4 - Activities to address the unique
needs of low-income children, children
with disabilities, English learners, racial
and ethnic minorities, students
experiencing homelessness, and foster
care youth, including outreach and
service delivery.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$16,162
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$16,162</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0232

Status

Task Force Review

KSDE Application Comments

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

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
De Soto	35200 W. 91st Street, De Soto, KS 66018	35200 W. 91st Street, De Soto, KS 66018
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Frank Harwood	fharwood@usd232.org	(913) 667-6200

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Alvie	Cater	acater@usd232.org	(913) 677-6200
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Julie Stucky	jstucky@usd232.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Joseph Kelly	jkelly@usd232.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.usd232.org/Page/9148>

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 232 will continue to work with state and local health officials in support of our mitigation strategies. ESSER and other funds are being used to increase health services staff, provide on-site COVID-19 testing and procure personal protective equipment. Our mitigation protocols also include enhanced cleaning, increased air filtering and ventilation and required use of barrier face masks when certain levels of COVID-19 cases are present in schools.

Stakeholder Engagement

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

Students

The USD 232 Student Advisory Team was consulted in the evaluation of staff and family survey analysis. Secondary students were also surveyed but the response rate was very low. The Student Advisory Team agreed with the priorities that were indicated by staff and parent surveys in most areas. Students indicated that mental health resources should be prioritized at a higher level than staff and family survey results. They suggested that extended learning opportunities would be more successful before or after school instead of during the summer. They also suggested that an ACT Prep course be considered for an after-school opportunity.

Families

A survey was distributed to all USD 232 families in January of 2022, which received 1,164 responses. When ranking a list of eleven (11) possible ESSER III expenditures, Academic Support Materials and Staff Training, Retention Stipends for Current Staff, and Additional Counselor and Social Worker Capacity were the highest rated items. Some items that were prevalent on an open-ended section of the survey were COVID specific resources and increased availability for remote learning. The parent survey results were presented to the District Site Council, Special Services Advisory Council, and Parent Equity Team for feedback. Members of the District Site Council agreed with the priority rankings of the parent survey.

School and District Administrators including Special Education Administration

The USD 232 District Leadership Team (includes all building and district leadership positions) collaborated from July through December to analyze the needs of students, staff, families and our community. The information gathered from this exercise was used to construct a survey for students, staff and families. Each group was asked to rank a list of eleven (11) areas for prioritizing ESSER III expenditures.

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

A survey was distributed to all USD 232 staff members in January of 2022, which received 346 responses. When ranking a list of eleven (11) possible ESSER III expenditures, Retention Stipends for Current Staff, Additional Counselor and Social Worker Capacity, and Academic Support Materials and Staff Training, were the highest rated items. Some items that were prevalent on an open-ended section of the survey were COVID specific resources and staffing for reduced class sizes. The results of the staff and parent surveys were discussed with the District Leadership Team, Staff Advisory Council, District Improvement Team, De Soto Teachers' Association Leadership and Building Representatives and individual Building Leadership Teams. Overall, every group agreed with the priority rankings for the surveys and gave input for specific uses of ESSER funding.

Tribes

Within USD 232 boundaries, there is one recognized tribe, the United Tribe of Shawnee Indians. Although this is a recognized reservation, it is a business and there are no permanent residents.

USD 232 currently has 22 students that identify as American Indian or Alaskan Native (0.3%). In speaking with Native American parents that are part of the Parent Advisory Team, there is a need to work with staff on curriculum around the teaching of history involving Native Americans and a desire to work with other Johnson County school districts to increase the services for Native American students.

Civil Rights Organization including Disability Rights Organizations

USD 232 has been engaged with area districts as part of a Kauffman Foundation cohort to consider diversity, equity, and inclusion. At the end of this process, the Board of Education will adopt a three-year Equity Plan. In reviewing current data, it is clear that there are achievement disparities among various disaggregated groups. One initiative that is being considered is helping underrepresented student groups take advantage of advanced course opportunities that are available. As part of a high school readiness program to be funded by ESSER III, we will help students of color better understand the benefits of advanced course work.

In addition to the Equity Audit, a Parent Advisory Group for Diversity and Engagement has been assembled to help the district address concerns about inclusion and belonging among our students and families. Members of the group suggested that the district also contact the ACLU of Kansas and Johnson County NAACP. The district only heard back from Johnson County NAACP, which provided the following suggestions to be considered, which are addressed in the district's plan:

- 1) Additional staff with specialized training in the academic areas that data shows students are lacking skills (reading specialist, math specialist);
- 2) Additional staff for social emotional intervention or special needs (e.g., OT/Speech therapist, social workers, school counselors, school psychologist);
- 2) Research based interventions that support the Science of Reading (e.g., Heggerty, 95% Group, etc.) and research based math resources (e.g., IXL);
- 3) After school tutoring and enrichment;
- 4) Summer tutoring and enrichment; and
- 5) Purchase resource materials that represent diverse characters and individuals.

The Parent Advisory Group for Diversity and Engagement also suggested that plans to address learning loss should include all students, especially student subgroups where there are identified achievement gaps. Finally, the district's planning process will include ongoing feedback from its Section 504 Coordinator and Director of Special Education Services to ensure the needs of students with disabilities and/or health needs are adequately and equitably addressed.

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 USD 232 Special Services Advisory Committee is a group consisting of approximately 20 members of which two thirds of our representatives are parents of students with exceptionalities and one third Special Education staff. This committee is representative of parents who support students with many different exceptionalities across our district as well as the specialized backgrounds of our staff who serve them. Our mission is to dynamically represent our students with exceptionalities and their families for the purpose of enhancing the quality of their child's special education services.

In January of 2022, our Committee met to discuss the availability of ESSER funds and ways in which these funds could be utilized to meet the unique learning needs of our students with exceptionalities. As a result of our discussion the committee developed and distributed a survey to special education staff across the district. In February, the committee met to review the results. Survey results determined that enhanced methods in which to distribute information and resources for families of students with exceptionalities were needed in addition to classroom resources and staff training specific to the negative impact of COVID on our students with exceptionalities. These survey results were consistent with the survey conducted with all USD 232 families prioritizing the need for classroom resources.

At present, our Committee determined to conduct an additional survey to determine more specifically the resources and staff training need to adequately meet the learning needs of our students with exceptionalities due to COVID. This survey is scheduled to go out on March 28th and completed by March 31st.

The school district surveyed the parents and guardians of our students receiving English Language Learning Services. From the survey, two areas were rated as most important, professional development for teachers in how to instruct ELL students and hiring more staff that speak more languages in addition to English. Although the response to the survey was low, the results are consistent with anecdotal parent comments and ELL staff input.

The school district contacted United Community Services and spoke with Rita Carr, director of community planning. Ms. Carr is part of the Johnson County Continuum of Care on Homelessness and brings many years of professional experience assisting children, teens, and adults experiencing homelessness within the community. Ms. Carr, in her role with United Community Services, is also part of a metro-wide organization dedicated to raising awareness of homelessness and of the

resources available within the community.

United Community Services and the Johnson County Continuum of Care on Homelessness encouraged the school district to consider the following feedback to support students experiencing homelessness and who experienced learning loss due to the pandemic.

- Ensure reliable access to internet connectivity to support learning outside the school day.
- Provide assistance with school or activity fees to ensure full access to school opportunities and programming.
- Provide access to before/after school tutoring programs; consider transportation assistance for the students, as it may be critical in accessing before/after school programming.
- Ensure key school staff have knowledge of available community resources to assist families experiencing homelessness.
- Increase staff training related to trauma informed care.
- Ensure key school staff are aware of, or participate in, the Johnson County Continuum of Care on Homelessness network of agencies, providers, and partners.

The school district contacted KVC Kansas, an agency that provides foster care services in Kansas in partnership with the state. There are nearly 7,000 youth in foster care in Kansas. They range from infants to 18 years old, and even up to 21 years old in the states that have extended foster care. The average age of a child in foster care is 9 years old, and there are slightly more boys than girls. The median amount of time that a child is in foster care is just over a year. Many children are in foster care, in part, to increased parental substance abuse. Neglect as a circumstance around removal has also been increasing.

The district spoke with KVC representatives in May, 2022, who daily support children in foster care within Johnson County, Kansas. They encouraged the district to consider the following feedback into overall support for children in foster care.

- Set aside funding to help students in foster care maintain their school of origin when their home placement changes. The primary challenge is consistent, reliable transportation, as there are few good options for this type of specialized transportation.
- Tutoring and extended learning opportunities for children in foster care, especially during the summer break.
- Bolster learning opportunities during the school day and through after school programming.
- Intentionally focus on building connections (relationships) within the school.
- Ensure adequate access to technology, especially outside the school day.
- Increase trauma informed care training for staff to include modules centered on children in foster care.
- Consider implementing more independent living / life skills education for children in foster care during the school day.

The school district contacted Melanie Stuart-Campbell with the Kansas Migrant Education Program. She offered two suggestions, offer EL services at all attendance areas, so any migrant student with EL needs can attend their neighborhood school and hire a parent liaison that could also provide after-school tutoring and additional in-class support.

The school contacted Jodi Taylor, Policy and Compliance Manager for Johnson County Juvenile Services. There are currently no USD 232 students receiving services related to incarceration.

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

Public presentations during board meetings provided information to the general public about the district's ESSER plans. Information is also available via the district's website. The general public has the ongoing opportunity to provide input during Patron Input at Board of Education meetings or through direct communication with the Board of Education or district administration.

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 232 experienced achievement concerns resulting from the COVID-19 pandemic and related impacts to schools. Students and teachers were in full-remote, optional remote, hybrid, and in-person learning platforms throughout the 2020-2021 school year after completing the final quarter of the 2019-2020 year fully remote. Approximately 22% of USD 232 students participated in optional remote learning in 2020-21.

District screener data in FastBridge determined significant learning discrepancies in reading skills at the 1st grade level, followed by math skill needs in 7th grade. The district noted slight achievement decline in the majority of grades and subjects. In addition, the number of students receiving special education services increased by 8.7% this past year. We see a similar increase in students who requested social-emotional support for mental wellness.

Data to monitor student growth and deficits was managed using progress monitoring, screeners, and summative assessments. During the spring of 2021, 201 students opted out of state testing (KAP, KELPA2, and DLM) due to COVID 19. This represents an increase of 95.7% from the spring of 2019, state assessments were canceled in 2020. This continued gap in state assessments scores for all students will make instructional data-measure decisions more intricate moving forward.

High school students in need of summer school and credit recovery rose from 31 to 113 in 2020-21; an increase of 233%. Summer school includes middle school students in need of skill recovery. Except for graduates, these students need continued monitoring, as they are at risk in multiple aspects.

Additionally, COVID-19 exacerbated staff shortages. Steps will have to be taken to attract and retain high quality staff needed to provide student programming.

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 232 will address the academic impact of lost instruction time in two ways. Targeted extended learning opportunities will be available at all grade levels. At the elementary level, summer tutoring will be provided to students who are currently in tiers two or three of MTSS. Tutoring will be one-on-one or in small groups by appointment throughout June and July. The effectiveness of this program will help make decisions about before and after school learning opportunities as well as future summer opportunities.

At the middle school level, expanded after school learning opportunities will be provided. In addition to staffing, ESSER funding may be used to address barriers to student participation in program opportunities including transportation.

At the high school level expanded before and after school opportunities will be provided. Credit recovery programs in the summer will continue to be available at a greatly reduced cost to families. Additionally, a high school jump start program will be available for students transitioning into 9th grade.

In addition to extended learning opportunities, ESSER funding will be used to provide additional support in reading to staff and students. A district literacy facilitator will continue to provide support for staff implementing research-based literacy instruction. Reading specialist support will be added to the middle schools to provide interventions for students who are experiencing skill deficits in reading.

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

USD 232 will implement additional supplemental resources, materials, and intervention supports to decrease student skill gaps. Administration and building leadership teams worked to identify research-based reading, math, and social-emotional growth resources that will help increase instructional and learning capacities based on students' needs. Leadership will provide training for teachers who provide tiered instruction using identified materials and interventions.

Specific to social-emotional well-being, the district will provide all classroom teachers and related-staff, kindergarten through eighth grade, with complete Second Step resource kits and online materials. A Social Worker has been added to the itinerant staff and will serve multiple schools, teachers, and students through the MTSS process.

Staff positions in areas of literacy, MTSS, and Special Education, as well as School Improvement Specialists, will lead mentoring and modeling for teachers. The addition of general education teachers in specific schools will help reduce class sizes that were originally projected to be larger.

Special Services will provide additional nursing staff to provide attention and required medical support to medically fragile students in center-based programs. This supervision of health needs allows greater access and participation in the students' least restrictive environment, and greater impact to the quality of learning opportunities.

The district will utilize ESSER III funds to address academic needs, professional development, and extended learning opportunities. Professional development will help teachers implement formative assessments and screeners, identify student educational needs, and utilize interventions within the classroom. The district will revisit providing instruction for students with skill gaps; specifically, a focus will be placed on core curriculum needs in phonics, reading, and math. Funds will provide for social-emotional staff, intervention, and activities. Additionally, the district will explore ways to attract and retain the high-quality staff needed for implanting 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.

USD 232 utilizes FastBridge Illuminate screeners in reading, math, and social-emotional behavior to identify students experiencing learning loss or who do not meet grade-level expectations. The district also uses data from state assessments, Pre-ACT, ACT, and formative/summative scores to monitor and evaluate student learning.

SAEBRS, MySAEBRS, and BrightBytes perception data are accessed to track social-emotional indicators of students who are categorized as "At-Risk." This allows appropriate teams to evaluate individual student concerns and proactively support the child and family.

Professional development will be evaluated for continuous improvement and effectiveness through feedback surveys and baseline data collections. District PD will be assessed at each event and building training will be tracked through action steps aligned with ongoing progress towards goals and strategies.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,179,709	\$3,206,403	\$4,386,112	ESSER III Allocations	\$235,942
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,179,709	\$3,206,403	\$4,386,112	Amount Still Needed	\$235,942
In Review Total	\$1,125,295	\$0	\$1,125,295	In Review Total	\$709,217
Amount Left	\$54,414	\$3,206,403	\$3,260,817	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
232-3-0001	Direct	True	1000	610	12	\$199,717	Task Force Review
232-3-0002	Direct	True	1000	110	11A	\$150,000	Task Force Review
232-3-0003	Direct	True	1000	110	11B	\$100,000	Task Force Review
232-3-0004	Direct	True	1000	110	12	\$259,500	Task Force Review
232-3-0005	Direct	False	2100	121	10	\$285,600	Task Force Review
232-3-0006	Direct	False	2100	110	10	\$130,478	Task Force Review

Line Item Details

Line Item ID: 232-3-0001

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 Direct

Account Number

80E10006100097000

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$199,717

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$199,717

Status

Task Force Review

Line Item ID: 232-3-0002

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 Direct

Account Number

80E10001100097000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$50,000**Budgeted Expenditures in SFY 2023** \$50,000**Budgeted Expenditures in SFY 2024** \$50,000**Total Expenditures** \$150,000**Status**

Task Force Review

Line Item Comment from KSDE

Justification: Clarification – Please provide the number of staff members, anticipated number of students and the duration of the summer program.

Line Item ID: 232-3-0003

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

80E10001100097000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$50,000**Budgeted Expenditures in SFY 2024** \$50,000**Total Expenditures** \$100,000**Status**

Task Force Review

Line Item Comment from KSDE

Justification: Clarification – Please provide more information on the number of staff members, and the before/after-school program components (frequency and duration) due to COVID-19.

Line Item ID: 232-3-0004

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

80E10001100097000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$127,800**Budgeted Expenditures in SFY 2024** \$131,700**Total Expenditures** \$259,500**Status**

Task Force Review

Line Item ID: 232-3-0005

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

80E21001210097000

Function Code

2100 - Support Services (Students)

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$140,000**Budgeted Expenditures in SFY 2024** \$145,600**Total Expenditures** \$285,600**Status**

Task Force Review

Line Item ID: 232-3-0006

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 Direct

Account Number

80E21001100097000

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$63,960

Budgeted Expenditures in SFY 2024 \$66,518

Total Expenditures \$130,478

Status

Task Force Review

ESSER III APPLICATION FOR D0249

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>
Frontenac Public Schools	208 S Cayuga, Frontenac, KS 66763	208 S Cayuga, Frontenac, KS 66763
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Rick Simoncic	rsimoncic@frontenac249.org	(620) 231-7551

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Rick Simoncic	Superintendent	rsimoncic@frontenac249.org	(620) 231-7551
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Julie Underwood		junderwood@frontenac249.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	

Plan for Safe Return

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

<https://www.frontenac249.org/wp-content/uploads/2021/09/ESSERIII-DistrictPlanForSafeReturnToIn-personInstruction-Template-1.pdf>

Use of Funds for CDC Guidance

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

We are working closely with our county health officers, county health department, county commissioners, KSDE, and county 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 KSDE to ensure that all expenditures align with their guidance, 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 building principals met with students of both the junior high school and the high school student councils to discuss the proposed ESSER 3 plan and to receive the feedback. All students had the opportunity to participate in an online community survey, which was open to anyone who wanted to respond. We received 12 student responses.

Families

The school district gained input from stakeholders via a community survey. There were 191 responses to the survey. The breakdown included 125 parents, 46 district staff, 3 parents with disability students, 3 native American community members, and 12 student responses. The breakdown of the community survey revealed a majority of the responses supported summer learning/ after school learning programs/ social emotional learning/hiring additional staff. The highest response rate supported learning loss with after school learning programing and summer learning.

School and District Administrators including Special Education Administration

Being a school district with 943 students, all three administrators had a hand in developing the ESSER III plan, thus there was approval of the plan. The district also collaborated with our Interlocal Special Education director to ensure our ESSER III 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 Frontenac Teachers Association unit to address funding needs and to ensure they met the needs of students, community, and staff. The district also collaborated with classified to ensure ESSER III was considered to address their willingness to work for the district during this time of the pandemic.

Tribes

The school district has nine students who identify as native American three responded to the survey. The survey results fell in line with the family results. All three responses supported summer learning/ after school learning programs/ social emotional learning/hiring additional staff.

Civil Rights Organization including Disability Rights Organizations

To seek feedback and input from Civil Rights Organizations, including Disability Rights organizations, 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 way with a Civil Rights Organization. These attempts did not provide us with any contacts. As such, 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. We reached out specifically to the ACLU and Kansas NAACP. Their responses helped us to emphasize the inclusion of the following: supported summer learning, after school learning programs, and social emotional learning. The highest response rate supported learning loss with after school learning programing and summer learning. These efforts provided us with some perspectives to consider to ensure that inclusivity and barrier removal are represented in our decision-making and implementation of resources and support through these funds.

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

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. Data in our student information system indicates USD 249 Frontenac has 23 students with English Language Learning or migrant needs. The school district received five responses from our English Language Learners parents and students. Additionally, we have contacted many of the other ELL and migrant families with follow up questions and opportunities to provide feedback and input by phone. We also identified students who are homeless and living with a relative. Additionally, there is a very small number of foster students who attend schools in our district. While the district did implement an online district survey to increase community input from the districts stakeholders, we have also contacted these families specifically to receive their input and feedback. Through the surveys and these specific follow up conversations, it was clear that the following supports were most needed. A majority of the responses supported summer learning, after school learning programs, social emotional learning, and hiring additional staff (MTSS Teacher, case manager, and preschool teacher).

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

The district just participated in a strategic plan community meeting where goals were identified. An action plan was developed by the administrative team and presented to the group for further community input. The school district also gained input from stakeholders via a community survey. There were 191 responses to the survey. The breakdown included 125 parents, 46 district staff, 3 parents with disability students, 3 native American community members, and 12 student responses. The breakdown of the community survey revealed a majority of the responses supported summer learning/ after school learning programs/ social emotional learning/hiring additional staff. The highest response rate supported learning loss with after school learning programming and summer learning.

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 249 Frontenac School District began the 2021 school year in session with a remote learning option for those students whose parents did not feel comfortable sending their children to school. The district did not miss any school days due to Covid. Generally, the district operated normally while implementing procedures due to Covid. The biggest learning loss occurred in Math district wide from 2018-2019 to 2020-2021.

The district posted improved grade level scores in 4 of the 7 tests in ELA, 2 of the 7 tests in math, and 2 of 3 tests in science compared to 2019.

The school district had an increased percentage of students performing in levels 1 and 2 in mathematics, 6 of the 7 grades from 2019 to 2021. In English Language Arts the percentage of students scoring in levels 1 and 2 decreased in 5 of the 7 grades. In Science the percentage of students scoring in levels 1 and 2 increased in 2 of the 3 grades. In mathematics students scored above the state average in 6 of the 7 grades, ELA students scored above the state average in 6 of the 7 grades, and science students scored above the state average in 2 fo the 3 grades. Additionally, our district did not see a disproportionate impact on special populations.

The district have take steps to address social-emotional issues. We are working with community health to provide the district with a full time therapist serving over 80 students. This year the district added a case manager through community mental health. The number of students with mental health issues are on the rise in the district.

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

To mitigate the impact of lost instructional time and any subsequent learning loss due to the pandemic, we will implement summer enrichment programming for grades K-8 and provide credit recovery services for grades 9-12. Evidence from a meta-analysis suggests a positive impact and many benefits to offering students the opportunities to engage in summer learning that includes academic and social-emotional learning activities to minimize learning loss. Additionally, this evidence suggests that when summer school is designed for small groups and with individualized instruction, the positive effects and impact can be maximized. Given this information, we are making our plans accordingly. Furthermore, targeted summer instruction can be a useful strategy to support student learning over the summer months and summer schools help students prepare for the transition into secondary school. Additional benefits of summer programming include the opportunity to foster positive peer and teacher-student relationships, early familiarization with secondary school structures, and an extension of the school year helps support students at higher risk of failure.

To further support students, we will add an MTSS Teacher for grades 6-12 to facilitate and provide academic interventions. Evidence supports the use of an interventionist to improve overall gains in student achievement through small group instruction that is targeted at specific skills. Additionally, evidence suggests that a secondary interventionist can effectively support students to achieve significant gains in critical reading and literacy skills, such as decoding, fluency, and comprehension. We will also provide an after-school program for students who need additional support due to learning loss from the pandemic. Evidence from recent research suggests that our program can maximize the benefits for students when we help students go deeper with existing work and provide support and/or extensions whenever possible. Lastly, we will continue to provide research-based professional learning opportunities and supports for staff through various agencies and organizations to help them meet their professional growth needs to better support all students.

1. Summer School: <https://www.jstor.org/stable/3181549>

2. Interventionist: <https://eric.ed.gov/?id=ED560695>

3. Interventionist: <https://www.tandfonline.com/doi/abs/10.1080/02796015.2010.12087786>

4. After School Program: https://www.tandfonline.com/doi/abs/10.1207/s15430421tip4303_8

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

Any remaining ARP ESSER funds will be spent in accordance with allowable expenses. For example, funds will also be utilized to provide supplies to continually sanitize and clean school buildings and high-touch surfaces in order to minimize the transmission of the COVID-19 virus.

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

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	\$931,764	\$0	\$931,764	ESSER III Allocations	\$186,353
Approved Total	\$737,878	\$0	\$737,878	Approved Total	\$570,866
Amount Left	\$193,886	\$0	\$193,886	Amount Still Needed	\$0
In Review Total	\$0	\$0	\$0	In Review Total	\$0
Amount Left	\$193,886	\$0	\$193,886	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
249-3-0001	Direct	False	1000	110	12	\$10,000	Approved
249-3-0002	Direct	True	1000	110	11A	\$70,000	Approved
249-3-0003	Direct	True	1000	110	12	\$134,000	Approved
249-3-0004	Direct	True	1000	110	11B	\$90,000	Approved
249-3-0005	Direct	True	1000	120	4	\$54,700	Approved
249-3-0006	Direct	True	1000	210	12	\$21,600	Approved
249-3-0007	Direct	True	1000	210	4	\$21,600	Approved
249-3-0008	Direct	True	1000	220	12	\$14,834	Approved
249-3-0009	Direct	True	1000	610	11A	\$1,500	Approved
249-3-0010	Direct	False	1000	610	10	\$28,504	Approved
249-3-0011	Direct	False	1000	810	8	\$46,000	Approved
249-3-0012	Direct	False	1000	610	9	\$4,350	Approved
249-3-0013	Direct	False	1000	610	3	\$43,050	Approved
249-3-0014	Direct	True	1000	810	12	\$17,432	Approved
249-3-0015	Direct	True	1000	110	16	\$145,200	Approved
249-3-0016	Direct	False	1000	220	16	\$11,108	Approved
249-3-0017	Direct	False	1000	110	16	\$24,000	Approved

Line Item Details

Line Item ID: 249-3-0001

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

76050

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$10,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$10,000**Status**

Approved

Line Item ID: 249-3-0002

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

Salaries

Account Number

76050

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$35,000

Budgeted Expenditures in SFY 2024

\$35,000

Total Expenditures\$70,000**Status**

Approved

Line Item ID: 249-3-0003

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

Account Number

76050

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$34,000

Budgeted Expenditures in SFY 2023

\$50,000

Budgeted Expenditures in SFY 2024

\$50,000

Total Expenditures

\$134,000

Status

Approved

Line Item ID: 249-3-0004

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

Account Number

76050

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$30,000

Budgeted Expenditures in SFY 2023

\$30,000

Budgeted Expenditures in SFY 2024

\$30,000

Total Expenditures

\$90,000

Status

Approved

Line Item ID: 249-3-0005

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

Account Number

76060

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$15,200
Budgeted Expenditures in SFY 2023	\$19,500
Budgeted Expenditures in SFY 2024	\$20,000
Total Expenditures	<u>\$54,700</u>

Status

Approved

Line Item ID: 249-3-0006

Allocation Type

Direct Allocation

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

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

Account Name

Insurance Fringe

Account Number

76070

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

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

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,200
Budgeted Expenditures in SFY 2023	\$7,200
Budgeted Expenditures in SFY 2024	\$7,200
Total Expenditures	<u>\$21,600</u>

Status

Approved

Line Item ID: 249-3-0007

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 Fringe

Account Number

76070

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,200
Budgeted Expenditures in SFY 2023	\$7,200
Budgeted Expenditures in SFY 2024	\$7,200
Total Expenditures	<u>\$21,600</u>

Status

Approved

Line Item ID: 249-3-0008

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

Social Security

Account Number

76080

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4,834
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$14,834</u>

Status

Approved

Line Item ID: 249-3-0009

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

Supplies

Account Number

76100

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$500

Budgeted Expenditures in SFY 2023

\$500

Budgeted Expenditures in SFY 2024

\$500

Total Expenditures

\$1,500

Status

Approved

Line Item ID: 249-3-0010

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

Supplies

Account Number

76100

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$8,184

Budgeted Expenditures in SFY 2023

\$10,160

Budgeted Expenditures in SFY 2024

\$10,160

Total Expenditures

\$28,504

Status

Approved

Line Item Comment from KSDE

Please provide the type of software being purchased.

Line Item ID: 249-3-0011

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

Dues & Fees

Account Number

76150

Function Code

1000 - Instruction

Object Code

810 - Dues and Fees

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$23,000
Budgeted Expenditures in SFY 2024	\$23,000
Total Expenditures	<u>\$46,000</u>

Status

Approved

Line Item Comment from KSDE

This item does not qualify as part of the 20% Learning Loss Set Aside.

Line Item ID: 249-3-0012

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

Account Number

76100

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,450
Budgeted Expenditures in SFY 2023	\$1,450
Budgeted Expenditures in SFY 2024	\$1,450
Total Expenditures	<u>\$4,350</u>

Status

Approved

Line Item Comment from KSDE

4/20/22 Did you find information showing this is evidenced based? You could also remove it from the 20% set aside.
4/20/22 District removed line item from the 20% set aside.

Line Item ID: 249-3-0013

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

Account Number

76100

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$12,622

Budgeted Expenditures in SFY 2023

\$17,814

Budgeted Expenditures in SFY 2024

\$12,614

Total Expenditures

\$43,050

Status

Approved

Line Item Comment from KSDE

This item does not qualify as part of the 20% Learning Loss Set Aside.

Line Item ID: 249-3-0014

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

Dues & Fees

Account Number

76150

Function Code

1000 - Instruction

Object Code

810 - Dues and Fees

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8,716

Budgeted Expenditures in SFY 2024

\$8,716

Total Expenditures

\$17,432

Status

Approved

Line Item ID: 249-3-0015

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

Account Number

76050

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$72,600**Budgeted Expenditures in SFY 2024** \$72,600**Total Expenditures** \$145,200**Status**

Approved

Line Item ID: 249-3-0016

Allocation Type

Direct Allocation

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

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

Account Name

Social Security

Account Number

76080

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,554**Budgeted Expenditures in SFY 2024** \$5,554**Total Expenditures** \$11,108**Status**

Approved

Line Item ID: 249-3-0017

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

Account Number

76050

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$12,000

Budgeted Expenditures in SFY 2024 \$12,000

Total Expenditures \$24,000

Status

Approved

ESSER III APPLICATION FOR D0272

Status

Task Force Review

KSDE Application Comments

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

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Waconda	708 Locust, Cawker City, KS 67430	Box 326, Cawker City, KS 674300326
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jesse Janssen	jesse.janssen@usd272.org	(785) 781-4328

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jesse Janssen	Superintendent	jesse.janssen@usd272.org	(785) 781-4328

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.usd272.org/pages/uploaded_files/USD%20272%20District%20Safe%20Return%20To%20In-Person%20Instruction%20Plan.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 272 plans to use the ESSER III funds to help implement prevention and mitigation strategies to help students learn in a safe environment by enlarging classroom space to provide greater social distancing opportunities, adding additional learning spaces to allow for more spacing of students and one-on-one learning space for closing learning gaps, as well as making cleaning and sanitization a priority. An elementary aide has been added for at least the next three years to allow for our largest elementary classes to be split into smaller groups when working with those students and to space them out due to Covid protocols. This also allows the elementary teachers to work with our students that have fallen behind academically in the elementary school in both math and reading.

Mental health during the pandemic has suffered at USD 272 with students. The social emotional needs include loss in social skills and growth in mental health needs that the COVID pandemic has created. The social-emotional tools and information purchased will allow students to receive extra social-emotional support from their classroom teachers as well as the school Social Worker. Summer Enrichment school has been added to give elementary and junior high students some normal activities during the summer as well as provide focused interventions and practice on key academic learning gaps that have occurred due to the Covid pandemic.

Our school district has focused on adding one-to-one technology for students and staff in order to meet the many learning needs that have arisen due to Covid like remote learning for students/staff who are quarantined, providing student-specific remediation and learning software for students that helps to close learning gaps like Lexia and MobiMax which are both part

of our ESSER plan. The technology allows our teachers to communicate with not only their students in a remote learning setting, but it also opens up a world of resources of speakers from around the world. All of this technology requires maintenance, setup, and troubleshooting which is why we have hired a tech person on a stipend basis to take care of the extra load of technology work needed to maintain our devices. Although Covid was the reason for a lot of these devices to be put in place, they have benefited our staff and students in the learning process and will continue to be explored for more learning opportunities beyond Covid.

We know that social distancing is a key defense against Covid so we have two remodel projects in our ESSER III plan that add a learning space in our Jr/Sr High School and our Elementary School so that we can space students and staff out and allow for locations in which students can receive more one-on-one interventions and help to close learning gaps. Additionally, We will have the ability to offer an all day PreK program for our 3 and 4 year old students who have suffered academic losses due to many of them staying at home over the last year or two instead of attending school due to Covid. This all day program opportunity will allow our teachers to not only focus on the academic skills that need to be improved, but it will also allow them to focus on crucial social-emotional learning skills that are lacking due to the lack of much social interactions because of Covid.

A classroom expansion project is also in our ESSER plan so that we can enlarge the smallest classroom in our elementary school to be more in line with all of the other elementary classrooms. By doing so, we will be able to better social distance students in the classroom which can not be done effectively now due to its small size. The next three to five years show increase numbers for each grade level, and the current size of the classroom would not allow for such numbers to be spaced to follow Covid protocols.

Air quality and filtration is another area of concern that we have due to Covid and other infection diseases. Part of our ESSER plan addresses air quality and filtration by replacing our oldest HVAC units in our Jr/Sr High and Elementary Schools with units that bring in fresh air and that can utilize the higher MERV filters to effectively filter out viruses and bacteria that can't be used in our current HVAC systems. There are also boiler systems that are used in both buildings that we would like to replace as much as possible so that we can have HVAC units that circulate and filter the air while bringing in fresh air. There is no movement of air in the boiler heated classrooms so this would be a massive improvement for mitigating Covid and infectious disease.

Another air quality project that our ESSER plan contains is the removal and replacement of glass block windows in our elementary school. These glass blocks are the primary window source for many of the classrooms which makes fresh air and air flow much more difficult to accomplish with windows that do not open. Our plan includes replacing those glass blocks with sliding windows that have screens which will allow for more natural light to enter the classrooms, and it will allow the teachers to open the windows to allow fresh air to enter the classrooms which will improve air quality in these classrooms.

Finally, our ESSER plan includes incentive pay for staff for two main purposes. First, the incentive pay will be used to attempt to retain staff after two years of stress and additional duties. Second, the incentive pay will help to compensate staff for the additional duties that they perform and will continue to perform as we move into next school year due to Covid mitigation protocols. These extra duties occur for teachers and classified staff and include, but are not limited to the following: additional cleaning and sanitizing, mask distribution and inventories, Covid contact tracing in the classrooms, providing remote learning for students who are quarantined due to Covid, determining and closing learning gaps for students in all grade levels, maintaining technology devices for all staff and students, and more. This incentive pay would only be a few hundred dollars per staff member, but it means a great deal to recognize the amount of work staff have taken on to keep students in school and to maintain a strong academic program in our schools.

Stakeholder Engagement

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

Students

In developing our ESSER plan, we conducted a survey and hosted a focus group with student leadership (STUCO) to determine their highest levels of need for pandemic related instruction and support.

HVAC units were discussed with the students as a safe practice in how to deal with the air filtration and fresh air infusion for COVID 19 and other airborne infections. The addition of classroom support staff to keep lower numbers in large classes and to provide more small group and individualized work was discussed, as well as technology for Remote Learning, individual learning, and connectivity issues. PPE equipment and the importance of the equipment were discussed, and the remodeling of unused space and expansion of classroom space to spread students out for Covid protocols was also discussed. The students were in agreement that these measures needed to happen. Surveys were given, and suggestions taken as well.

I want to note that the students brought up the topic of incentive pay for staff. They recognized how hard staff have been working, how much more they have to do (teachers and classified staff), and asked what can we do to compensate them for all of their hard work. Incentive pay was discussed with the students, and they were very supportive of adding incentive pay to the ESSER plan.

The following supports received the most interest from our students:

- Additional help for teachers
- E-Sports program
- Summer Success program
- After School program
- Additional Science supplies to expand grades 6-8 labs
- Updating HVAC systems for fresh air and circulation
- Incentive Pay for Staff

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

Note: All Jr and Sr High Students had access to the survey that was given. The Student Council members from the Jr/Sr High School met to initially discuss the district's ESSER plans, ask questions, give feedback, etc. Then we circled back to iron out more details which is when students had feedback from their peers that trying to come up with a way to compensate the teachers for their hard work became a topic of concern for the students. They wanted to make sure the staff were taken care of. The students also gave feedback on some learning areas in school so that there were places that students could study, work on assignments, etc.

The teachers at the elementary schools talked with their students about some of the ESSER plans and projects and received feedback from their students. Some questions were asked, but it was more of a general provision of information with some excitement and positive comments from the children.

Parents were also involved in this subgroup with a notification sent to ALL parents that they could also take the survey and provide feedback on our ESSER plans. Literally all of the families involved in our PreK-12 programs were emailed the survey, and notified that they were provided an opportunity to give feedback on our ESSER Plan.

Families

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys (sent to ALL parents of students in our district plus community members), met with our Parent Site Councils, and have also engaged our building and district leadership teams. Through those surveys and conversations, all of the ESSER support plan items were supported; however, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

- Update the old HVAC Systems (80.6%)
- Tech Support for Maintaining all of the district Chromebooks and Laptops for Staff & Students (52.8%)
- After School Program (44.4%)
- Additional Support in the Elementary Classrooms to Close Learning Gaps (41.7%)
- District-Wide Communication Platform (41.7%)
- Remodel Unused Spaces to Provide Additional Learning Space (41.7%)
- Remove Glass Block Windows and Replace with Slider Windows for Fresh Air (41.7%)

Summer school and summer enrichment were large topics at these meetings. As the district took a look at potential learning losses with students over the Pandemic. The addition of support staff to keep lower numbers in large classes were discussed, as well as technology for Remote Learning, individual learning, and connectivity issues. PPE equipment and the importance of the equipment were discussed, and the addition of extra learning space to spread students out was discussed. The families were in agreement with these topics and actually brought these topics in for conversation as well. All families were given the opportunity to attend meetings or to share information digitally with the district.

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. Administrators also met with staff and students to determine needs and focus of the ESSER plan. As a result of these meetings, the following have been determined as most important to address in our district:

- Update the old HVAC Systems
- After School Program
- Additional Support in the Elementary Classrooms to Close Learning Gaps
- Remodel Unused Spaces to Provide Additional Learning Space
- Remove Glass Block Windows and Replace with Slider Windows for Fresh Air
- Update Computer Lab at the Jr/Sr High with E-Sports Program Addition

This group met at sit-down and in-person meetings. We have three building principals, one social worker, one counselor, the superintendent, and one Special Education Director (for the Coop). Learning loss and safety mitigation were the primary focus of these meetings. Feedback from staff and community patrons was brought by administrators to discuss at these meetings as well.

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 other organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

- Discussion of our district and building needs with our local teachers association and receiving feedback from them
- Discussing the staff and student needs and opportunities that could be addressed with the ESSER plan with staff at teacher in-services
- Discussion of program opportunities, facility updates, and learning programs with STUCO and teacher representatives
- Discussion of classroom expansions and after school/summer success opportunities with our Building Leadership and District Leadership Teams

*During discussions with the various groups listed above, it was clear that the schools need more space for student learning and one-on-one assistance.

*It was clear that staff and students want more fresh air and circulation in the classrooms.

*It was clear that we need other activities or programs that could focus on team-building, leadership, and social-emotional growth that were not sports programs so that our students who do not go out for sports have these growth opportunities (E-Sports program).

*Finally, it was clear that after school and summer success programs must be utilized to continue to close learning gaps and get students on track for grade level, age, and subject area learning targets. Additionally, some benchmarking and assessment programs were needed in order to better determine student learning gaps.

Tribes

While our student information system (GoEdustar) did not indicate we had any tribal students in our district, we reached out to the following tribes in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of Native American students:

- Cheyenne and Arapaho Tribes
- Wichita and Affiliated Tribes (Wichita, Keechi, Waco & Tawakonie)

We emailed and called contacts (left messages) from these tribes and provided the opportunity to take a survey on our ESSER plan. While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit Native American students dealing with Covid and the pandemic:

- Update the old HVAC Systems
- After School Program
- Benchmark Assessments and Programs to Determine Student Learning Gaps
- Additional Support in the Elementary Classrooms to Close Learning Gaps
- Remodel Unused Spaces to Provide Additional Learning Space
- Remove Glass Block Windows and Replace with Slider Windows for Fresh Air
- Update Computer Lab at the Jr/Sr High with E-Sports Program Addition
- Summer Success Program

You will see that this information plays a prominent role in our ESSER plan.

Civil Rights Organization including Disability Rights Organizations

We reached out to the civil rights in our area with a survey to seek feedback regarding suggestions to best meet the needs of our students. We received responses from the following groups:

- Child Advocacy & Parenting Services
- Big Brothers Big Sisters
- Kansas Human Rights Commission

These groups gave positive feedback on our ESSER plan and all of its items, and they felt that these items were very good for our district:

- After School Program
- Benchmark Assessments and Programs to Determine Student Learning Gaps
- Additional Support in the Elementary Classrooms to Close Learning Gaps
- Remodel Unused Spaces to Provide Additional Learning Space
- Summer Success Program

We visited and discussed ways to address learning loss for all students and it was decided that offering extra help would meet the needs of all students that were suffering from learning loss. Summer school and Afterschool opportunities were a part of these discussions, extra support staff were hired to split up large classes so that smaller groups and more one-on-one learning could take place in these classes.

Our district has a small % of minorities and disabled students.

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

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

We reached out to the organizations in our area with a survey to seek feedback regarding suggestions to best meet the needs of our students that represent the various subgroups. We received responses from the following entities:

- School Homeless Liaison
- Special Education Coop Director
- Special Education & Title Services Consultant from KSDE
- St Francis Ministries

From the feedback received, these are the top areas of our ESSER plan that these groups felt were top priority:

- After School Program
- Benchmark Assessments and Programs to Determine Student Learning Gaps
- Additional Support in the Elementary Classrooms to Close Learning Gaps
- Remodel Unused Spaces to Provide Additional Learning Space
- Summer Success Program

Every family of students in our district were sent the survey link and the ability to give feedback directly to the schools. This includes all of our special populations like migrant students, children in foster care, English Learners, students with disabilities, etc. Although we have a very small percentage of special population students (around 5 or fewer students out of over 315 in our district--not counting Special Education), we communicated with ALL parents in their preferred method of communication (email, text, social media, paper copy, etc.) to ensure that ALL students and their families had the ability to give their input on our ESSER plan.

After visiting with representatives and families from these groups, it was decided that another aide would be hired at the Lakeside Elementary School. This hire would make it easier to help our At-Risk population have more support as we address any type of learning loss during the pandemic. The addition of extra learning spaces and pull-out areas for students with learning needs or learning loss due to the Covid pandemic was also supported because it would help all students.

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

We sent a survey out to ALL parents of students in our district. We also put the survey on our website, mentioned it at our board meetings, and sent it out on our Facebook pages for PreK-12 in order to have as many patrons take the survey as possible. Below is some wording that was included (not counting conversations and meetings) with our surveys to better help everyone know what we were doing.

Elementary and Secondary School Emergency Relief III (ESSER III) funds are being provided under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2 enacted on March 11, 2021. The purpose of ESSER III is to address the impact of the COVID-19 pandemic on students by mitigating learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. USD 272 will submit an application for ESSER III funds to the Kansas Department of Education which must include input from a variety of stakeholders on how best to use these funds. Your input, along with other stakeholder feedback, will impact how ESSER III funds are spent across the school district. Please take a few minutes to provide your feedback. Thank you in advance for your participation and input.

After the survey was given, we met with most of our same stakeholder groups to go over results and get final input. We discussed our results with STUCO, Site Council, our school admin team, the school board members, teachers, our local teacher association, our Building and District Leadership Teams, our KESA team, and parents.

The feedback was very positive from the survey, and the stakeholder groups were supportive of the survey results. This just reinforced the fact that our ESSER plan is on the right track and supported by our community. Additionally, the outside stakeholders like Civil Rights and Homeless/Foster Care, and Special Education were all very supportive of our endeavors and were excited for us to get started with these plans.

As a result of the surveys and meetings, the following have been determined as most important to address in our district:

- Update the old HVAC Systems
- After School Program
- Benchmark Assessments and Programs to Determine Student Learning Gaps
- Additional Support in the Elementary Classrooms to Close Learning Gaps
- Remodel Unused Spaces to Provide Additional Learning Space
- Remove Glass Block Windows and Replace with Slider Windows for Fresh Air
- Update Computer Lab at the Jr/Sr High with E-Sports Program Addition
- Summer Success Program

Our ESSER plan process and communication gave the public assurances that the school district was providing the best available resources to the classrooms for COVID 19 safety precautions. The local communities of our school district (Glen Elder, Cawker City, Downs, and Tipton) have been very supportive of our Covid mitigation efforts and are thankful for all of the thought that has gone into our ESSER plans to do what is best for kids (academically, social-emotionally, and Covid 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.

USD 272 has documented many things through the Covid 19 pandemic. The district has seen learning loss during the pandemic with students not being in person. These include academic losses, behavioral needs, and student losses (students that went to online learning that did not come back to in-person learning). Direct numbers are hard sometimes to correlate as academic losses and social emotional needs can go up and down during a normal school year. Local assessments do show gaps in math and reading throughout K-12. MyIGDI's show greater delays in our early childhood compared to previous years. The district's current PreK-12 students have been impacted with many students who are in need of academic and social emotional skills remediation. The district will continue to work with these students and will do the necessary remediation to catch the students back up to prior levels of success that the district sought with their students. Our staff care a great deal about our students, and it is our top priority to ensure that these children do not have to suffer academically in the long term due to the Covid pandemic.

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

Using the both the data we collected from our stakeholder engagement process and a review of our student performance data, we have identified the following evidence based practices to implement that utilize a minimum of 20% of our ESSER III funds:

USD 272 plans to conduct a two-three week summer success program for the next three summers to allow students (K-12) to have time and opportunities that they did not have during the pandemic summers to close learning gaps and reinforce core concepts. The district will provide summer remediation for all necessary needs of students in both regular education and special education.

The district will also offer an after-school program for 3rd through 8th graders. This program runs on regular school days until 5:00 pm Mon-Fri. The focus of the afterschool program is to ensure students stay caught up on their daily work and to work on reinforcing concepts that students struggle with. By utilizing the summer success and afterschool programs, we believe that our teachers and support staff will be able to reduce, if not eliminate, the learning gaps that have occurred due to Covid.

Additionally, we have added evidence based programs like MobiMax and Lexia and Lexia Power Up to our resources through our ESSER plan so that we can not only identify learning loss and gaps, but we can also focus on addressing those academic needs.

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

USD 272 plans to use the remaining dollars to hire extra staff to meet the needs of students. Social emotional and academic losses are the main priority of these staff members. Safety precautions are also a priority of these dollars to keep students in smaller class sizes so that social distancing can be done to safely have in person school. Sanitization and air quality are also key in keeping school going. Cleaning measures have greatly stepped up during the school day and extra cleaning after school compared to prior years. HVAC systems that do not have good air quality or fresh air circulation would be replaced to allow for proper air circulation, fresh air, and proper air filtration. Technology will be purchased/maintained as well with these dollars to keep individual units for students so they are not sharing and passing germs back and forth or for remote learning for quarantined students/staff as needed. Removing old glass block window systems in the elementary school to replace them with slider windows is another air quality project we would like to complete. This would allow for fresh air into the classrooms and more natural lighting. Currently, the glass block system does not allow teachers to open any windows for fresh air. Increasing communications with parents is a focus for our district due to the Covid mitigation and coordination efforts we have established. Adding SeeSaw district-wide will allow one communication platform for all parents to use to communicate with teachers and visa versa (2 way communication). It also allows for sharing of documents, student work, etc. Finally, our ESSER plan includes staff incentive pay for all of the extra duties that they have taken on due to Covid and our protocols. Our students recognized the massive undertaking that our teachers and classified staff have handled, and they wanted to see them compensated for their hard work. The district will continue to encourage safety protocols and encourage personal safety choices during the pandemic.

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

USD 272 will continue to use practices that we found to be successful during the pandemic time. Practices that have not been successful will not be continued. Retaining staff so that social distancing, cleaning, sanitizing, and general operations are a huge necessity during this time. Dollars will be used to help incentivize during this time for this purpose.

Academic and Social-emotional gaps will be monitored and assessed periodically in order to ensure that we are making progress to close those gaps for all students. Stakeholder groups will be communicated with periodically to get their feedback on our program implementations to see what issues or insights they may have. Changes can then be made to address any concerns, issues, etc.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$536,842	\$0	\$536,842	ESSER III Allocations	\$107,369
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$536,842	\$0	\$536,842	Amount Still Needed	\$107,369
In Review Total	\$470,842	\$0	\$470,842	In Review Total	\$143,602
Amount Left	\$66,000	\$0	\$66,000	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
272-3-0001	Direct	True	1000	120	12	\$75,000	Task Force Review
272-3-0002	Direct	True	1000	735	9	\$850	Task Force Review
272-3-0003	Direct	True	1000	735	9	\$325	Task Force Review
272-3-0004	Direct	True	1000	110	11A	\$9,000	Task Force Review
272-3-0005	Direct	True	1000	734	11B	\$30,000	Task Force Review
272-3-0006	Direct	True	1000	110	11B	\$15,000	Task Force Review
272-3-0007	Direct	True	1000	735	10	\$322	Task Force Review
272-3-0008	Direct	True	2590	120	2	\$2,000	Task Force Review
272-3-0009	Direct	True	1000	735	9	\$3,000	Task Force Review
272-3-0010	Direct	False	1000	735	9	\$1,600	Task Force Review
272-3-0011	Direct	True	1000	735	9	\$7,380	Task Force Review
272-3-0012	Direct	True	1000	600	12	\$725	Task Force Review
272-3-0013	Direct	False	1000	150	2	\$24,000	Task Force Review
272-3-0014	Direct	False	4700	450	12	\$44,000	Task Force Review
272-3-0015	Direct	False	4700	450	12	\$65,000	Task Force Review
272-3-0016	Direct	False	4700	450	12	\$25,000	Task Force Review
272-3-0018	Direct	False	2600	723	14	\$167,640	Task Force Review

Line Item Details

Line Item ID: 272-3-0001

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 Relief-Non-Certified Salaries

Account Number

581000120

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$25,000

Budgeted Expenditures in SFY 2023

\$25,000

Budgeted Expenditures in SFY 2024

\$25,000

Total Expenditures

\$75,000

Status

Task Force Review

Line Item ID: 272-3-0002

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 Relief-Technology-Related Software

Account Number

581000735

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$850

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$850

Status

Task Force Review

Line Item ID: 272-3-0003

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 Relief-Technology-Related Software

Account Number

581000735

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$325

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$325

Status

Task Force Review

Line Item ID: 272-3-0004

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 Relief-Salaries

Account Number

581000110

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$9,000

Total Expenditures

\$9,000

Status

Task Force Review

Line Item ID: 272-3-0005

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 NameESSER Relief-Technology-Related
Hardware**Account Number**

581000734

Function Code

1000 - Instruction

Object Code

734 - Technology -Related Hardware

Allowable Use11B - Planning and implementing
supplemental after-school programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$30,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$30,000

Status

Task Force Review

Line Item Comment from KSDE

After considering additional information, it is determined this item to be ineligible. The additional information did not provide evidence that E-Sports is an effective social emotional and student engagement program for improving student outcomes.

Line Item ID: 272-3-0006

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 Relief-Salaries

Account Number

581000110

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use11B - Planning and implementing
supplemental after-school programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$15,000

Total Expenditures

\$15,000

Status

Task Force Review

Line Item Comment from KSDE

Could you provide information as to how you calculated this cost? e.g. #of teachers, daily rate/hourly rate, etc., and about how many students you expect to serve with this program?

Line Item ID: 272-3-0007

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 Relief-Technology-Related Software

Account Number

581000735

Function Code

1000 - Instruction

Object Code

735 - Technology -Related Software

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$322

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$322

Status

Task Force Review

Line Item ID: 272-3-0008

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 Relief-Non-Certified Salaries

Account Number

582580120

Function Code

2590 - Central Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$2,000

Total Expenditures

\$2,000

Status

Task Force Review

Line Item ID: 272-3-0009

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 Relief-Technology-Related Software

Account Number

581000735

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,500

Budgeted Expenditures in SFY 2024

\$1,500

Total Expenditures

\$3,000

Status

Task Force Review

Line Item ID: 272-3-0010

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 Relief-Technology-Related Software

Account Number

581000735

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$800

Budgeted Expenditures in SFY 2024

\$800

Total Expenditures

\$1,600

Status

Task Force Review

Line Item Comment from KSDE

This does not qualify under the 20%.

Line Item ID: 272-3-0011

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 Relief-Technology-Related Software

Account Number

581000735

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$7,380

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$7,380

Status

Task Force Review

Line Item ID: 272-3-0012

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 Relief-Classroom Supplies

Account Number

581000600

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$725

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$725

Status

Task Force Review

Line Item ID: 272-3-0013

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 Relief-Salaries-Additional Compensation

Account Number

581000150

Function Code

1000 - Instruction

Object Code

150 - Additional Compensation

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$24,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$24,000**Status**

Task Force Review

Line Item Comment from KSDE

Please provide additional information regarding how this amount was estimated. For example, # of staff @ what rate?

5/9/2022-This does not qualify under the 20%.

Line Item ID: 272-3-0014

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 Relief-Building Remodel

Account Number

584700450

Function Code

4700 - Building Improvements

Object Code

450 - Construction Services (Outside Contractors)

Allowable Use

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

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$44,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$44,000**Status**

Task Force Review

Line Item ID: 272-3-0015

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 Relief-Building Remodel

Account Number

584700450

Function Code

4700 - Building Improvements

Object Code

450 - Construction Services (Outside Contractors)

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$65,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$65,000

Status

Task Force Review

Line Item Comment from KSDE

Line Item ID: 272-3-0016

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 Relief-Building Remodel

Account Number

584700450

Function Code

4700 - Building Improvements

Object Code

450 - Construction Services (Outside Contractors)

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$25,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$25,000

Status

Task Force Review

Line Item Comment from KSDE

This does not qualify under the 20%. This requires the capital improvement paperwork.

Line Item ID: 272-3-0018

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 Relief-HVAC Systems

Account Number

582600723

Function Code

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

Object Code

723 - Heating and Cooling System

Allowable Use

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

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$83,820
Budgeted Expenditures in SFY 2023	\$83,820
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$167,640</u>

Status

Task Force Review

Line Item Comment from KSDE

ESSER III APPLICATION FOR D0312

Status

Task Force Review

KSDE Application Comments

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

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Haven Public Schools	414 West Main, Haven, KS 675430130	P.O. Box 130, Haven, KS 675430130
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Clark Wedel	cwedel@havenschools.com	(620) 465-3445

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Kara Schwindt	Director of Learning Services	kschwindt@havenschools.com	(620) 465-3445

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.havenschools.com/page/continuous-learning-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?

Schools are an important part of the community, as they provide safe and supportive learning environments for students, employ teachers and other staff, and enable parents, guardians and caregivers to work. The lockdown in response to COVID-19 has interrupted our schooling over the past few years. While we have made efforts to maintain learning during this period, our students have had to rely more on their own resources to continue learning. We found that we needed more technology to be more efficient in delivering online/remote instruction. We also found that we needed more staff members to help implement interventions and mental health services.

By implementing prevention strategies we can safely stay open for in-person instruction which is our goal as we face this pandemic. As we were looking at ways to spend our ESSER III money we took an active approach and reached out to our families – including parents/guardians, students of color, students from low-income backgrounds, students with disabilities, English language learners, students experiencing homelessness, and students in foster care. We also called several families personally as we have several families in our small community that we know on a very personal basis. As a team we came up with an Implement prevention plan which is included on our website but is also gone over with staff. With this plan we have come up with several items and strategies to use for ESSER III.

Under the allowable uses; section 16 of the ESSER III reference sheet; it states that we can use the funds for other activities necessary to maintain LEA operations and services and employ existing staff. Taking care of employees is another key factor in our strategic plan. We want to retain staff so we are choosing to use premium pay for all employees. It is a token of gratitude for our employees working through new and challenging conditions. We are requesting \$160,000 to cover the bonus that we want to pay all employees for doing a job well done. Half of that will be paid in December of 2021 and the other half in December of 2022.

Updating our HVAC systems is also important to keep the air flow of our schools safe. Under the allowable uses; section 14 of the ESSER III reference sheet; it states that inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities is allowed with ESSER III funds. After inspection of our HVAC systems we are needing to replace HVAC units in several school buildings. Air cleaners and HVAC filters can help reduce airborne contaminants including viruses in a building or small space. When used along with other best practices recommended by CDC and other public health agencies, including social distancing and mask wearing, filtration can be part of a plan to reduce the potential for airborne transmission of COVID-19 indoors. Air cleaners and HVAC filters are designed to filter pollutants or contaminants out of the air that passes through them. Air cleaning and filtration can help reduce airborne contaminants, including particles containing viruses. We hope that by replacing these HVAC systems we will help reduce the spread of COVID 19 in our buildings and keep everyone as safe as possible.

We completed the construction and capital expenditure prior approval request form and got approved for this. We are requesting \$500,000 for new HVAC systems within our school to help improve ventilation and increase the delivery of clean air.

In following the CDC guidance our policy is that masks are recommended but not required. This makes it a student and family choice on what to do at school. We encourage students to socially distance themselves. Handwashing is encouraged after every class as well as being supplied with the proper supplies. We encourage families to stay home when appropriate. As a school district we encourage vaccinations and we try to instill consistent rules for everyone.

Stakeholder Engagement

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

Students

In developing our ESSER III plan, part of our internal strategy was to survey and speak with students to determine what their needs for pandemic related instruction and support were. Many students talked about technology and the need to update their chromebooks. Some students mentioned they would like to see more advanced classes provided to them with support materials, and finally more social/emotional support for students. In looking at these survey results we have included the counselor as part of our Esser III request. Right now the position is half time but this funding would help her stay full time to cover student social/emotional needs. We also have a plan for technology and to update our laptops each year. For external strategies we are looking at our Fastbridge Data to see where our needs fall. For tier one instruction we want to have 80% of our students on grade level. Right now we believe that hiring an interventionist for our middle school and high school is a high need. Here is what our Tier 1 percentages look like from grades 7-12.

7th Grade-63%
8th Grade-54%
9th Grade-71%
10th Grade-72%
11th Grade-78%
12th Grade-48%

We are getting close to that 80% mark in grades nine through eleven so we would like to have that additional support to help them reach their goals.

Here is a link to our survey: https://docs.google.com/forms/d/e/1FAIpQLSd-hceapeJh5JnbVrmo_j03U_a69BRzz-8--3PFViYJysiqOg/viewform?usp=sf_link

Families

We have been working closely with our families in developing our ESSER III support plan. We have met with several groups in our community and also sent out a survey to involve our families. Our first group is our site council groups at each building. Their last meeting was on November 16, 2021 and we talked about the ESSER III survey that was about to go to families. Our site councils expressed interest in social/emotional learning, summer school programs for our younger students, more staff to support students, and safety measures that will be put in place to make sure students are safe.

We also met with our PTO groups at their last January Meeting. One of the things they are working on is selling masks with the Haven logo on them. PTO groups had the same ideas as our site council groups. They want to see interventions for students that are falling behind and meet our students' social/emotional needs. If that means hiring more staff they would like to see that as well.

In looking at our survey we are seeing the same results. Mental health is a concern in the survey, extra staff members and interventions, summer school programs and even some outdoor learning areas. The suggestions that are coming from our family groups goes right along with what we are proposing.

Here is a link to our survey: https://docs.google.com/forms/d/e/1FAIpQLSd-hceapeJh5JnbVrmo_j03U_a69BRzz-8--3PFViYJysiqOg/viewform?usp=sf_link

School and District Administrators including Special Education Administration

At each of our Administrative meetings we discuss the needs of our students and we review what we are asking for within our grant application. We look at student, staff and community feedback and we also mention any new ideas that may come up through conversation at events within Haven. In reviewing the results we believe we are on the right track of adding an additional ½ time position for a counselor to make that into a full time position. We believe in our summer school program and we have already started making plans for what that will look like based on data. Our plan for summer school is to look at the Fastbridge data that we have, send out letters to all tier 2 and tier 3 students and invite them into the summer school program. For our upper level students we will offer credit recovery for them to make up any credits that they may need. We also want to keep the interventionist at the Middle/School High School level so that we can continue to work on those skills with our upper grade level students.

In working with Our Special Education Team we have involved our SPED teachers and our psychologist in building and district level meetings. We need to know what extra support they are needing and that all fits into our plan that we have laid out.

Here is a link to our survey: https://docs.google.com/forms/d/e/1FAIpQLSd-hceapeJh5JnbVrmo_j03U_a69BRzz-8--3PFViYJysiqOg/viewform?usp=sf_link

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

We have met with teachers at each monthly late start meeting to get their ideas and feedback about what ESSER III money should be used for. Teachers, Union members and other school staff also had the opportunity to fill out the survey that everyone else filled out as well. Our Principals and School Leaders are part of our Administrative team so we have DLT meetings and Administrative meetings to discuss the needs of our students and we review what we are asking for within our grant application. We look at student, staff and community feedback and we also mention any new ideas that may come up through conversation at events within Haven. In reviewing the results we believe we are on the right track of adding an additional ½ time position for a counselor to make that into a full time position. We believe in our summer school program and we have already started making plans for what that will look like based on data. Our plan for summer school is to look at the Fastbridge data that we have, send out letters to all tier 2 and tier 3 students and invite them into the summer school program. For our upper level students we will offer credit recovery for them to make up any credits that they may need. We also want to keep the interventionist at the Middle/School High School level so that we can continue to work on those skills with our upper grade level students.

Everyone has been on board for the new updates to our HVAC system and the best choice we made was to do incentive pay for our staff members. They greatly appreciated this idea and were very thankful and felt that was a great gift for the work they have put in over the last few years due to COVID.

Here is a link to our survey: https://docs.google.com/forms/d/e/1FAIpQLSd-hceapeJh5JnbVrmo_j03U_a69BRzz-8--3PFViYJysiqOg/viewform?usp=sf_link

Tribes

In looking at internal strategies for finding tribes within our District we looked at our Student Information System and we have seven students that identify as American Indian/Alaskan Native. We initiated contact by sending a survey to all of the families. In looking at our survey results you will see that they did identify as a school student or school parent in the District and not specifically a tribe but in speaking to the families that we know they did fill out the survey. From our survey results a few of the following suggestions were mentioned by families that we spoke to on the phone. Suggestion one: Support staff or counselors that could help with academic or social issues that may come up. Suggestion two: Summer school program for students if they are behind.

In looking at external strategies we did receive a list of Native American tribes by county for us to contact about our ESSER III funds. We first called Osage Nation of Oklahoma and spoke to Lauren Malone. She was very helpful and I was able to send her our survey about what our funds would be spent on. We then reached out to Wichita and Affiliated Tribes several times. Their voicemail said they had limited hours due to covid and then they gave you options to reach out to different people. On all three occasions we were not able to reach anyone. On their website there is not an email to reach out to. Contact times were : 1/27/22 2:14 PM, 2/7/22 at 10:14 am, and 2/8/22 at 8:45 am.

Another strategy that we tried is looking up tribes in Kansas to see if there were any other tribes that we were missing to contact in our area.

We also researched several different websites and reached out to different tribes just to make sure that we were not missing anyone that could be affiliated with Haven. Some of the websites that I used are listed below.

<http://www.native-languages.org/kansas.htm>

<https://wichitatribe.com/contact.aspx>

<https://legendsofkansas.com/kansas-indians/>

Here is a link to our survey: https://docs.google.com/forms/d/e/1FAIpQLSd-hceapeJh5JnbVrmo_j03U_a69BRzz-8--3PFViYJysiqOg/viewform?usp=sf_link

Civil Rights Organization including Disability Rights Organizations

We reached out to several different groups in our region to seek feedback about our ESSER III spending. Our first contact was with Kari Mailloux from the Hutchinson Community Foundation. She is also connected with United Way in Reno County and was our representative for that group.

Next I reached out to Sheila Goscha who is the Vice President and COO of the Disability Support of the Great Plains. I reached out to her via phone call and then asked if she would be interested in filling out our survey and I sent her the survey through email.

We reached out to Shelly Bredmeier who is the Director of Reno County Youth Services. She was sent the survey on 2/8/2022 and she completed the survey as well. The last contact we made was the NAACP (National Association for the Advancement of Colored PEople of Hutch. I called several times, then found they had a facebook page. I reached out to them via facebook message and they replied back that I would receive a phone call from the chapter President who is Calvin Wright. I have not received that response from this Civil Rights group but we still hope to make contact and seek input from the group.

Suggestions from this group were: Intervention groups for struggling students and counseling available for students with social/emotional needs.

Here is a link to our survey: https://docs.google.com/forms/d/e/1FAIpQLSd-hceapeJh5JnbVrmo_j03U_a69BRzz-8--3PFViYJysiqOg/viewform?usp=sf_link

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

In developing our ESSER III plan, part of our internal strategy was to survey and speak with Directors and teachers representing our children with disabilities, ESOL students and any other students we may have in our District. We included our Special Education Co-Op and many of the key stakeholders that work in our District in how we can support the needs of our special education students. Our goal is to look at data, see what specific interventions our students may need in the SPED classroom and provide them with the resources that they need to teach successfully and help students grow. With our ESOL program we have reached out to our partners that work at ESSDACK and provide our ESOL training once a month. We asked for input on the ideas that we had put in place and they believe we are on the right track. Ultimately the biggest request is to make sure that the students' social/emotional needs are being met and that we are providing the best core instruction possible. We have already discussed how we intend to help in those areas and keep provident evidence based strategies that work in the classroom.

In looking at internal strategies for identifying students with disabilities, ELL learners, Homelessness, etc. we looked at our Student Information System. We categorized each family and our initial contact was sending them the survey to fill out District Wide. As a follow up we made sure we looked at the survey to make sure we had someone from each category that filled out the survey. In looking at the responses we then invited all of these families to our Site Council meetings within each building to make sure they were involved with the process. They loved the idea of the Summer Academy and were thrilled that our SPED Co-Op would also be involved in the process.

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

In our ESSER III survey we listed several options for the use of ESSER funds as well as input on what they would like to see. At each of our building site council meetings we discussed each of the items that we had in mind and explained why some were more important than others. The feedback from the public is that they want to see more teachers to help support students in the classroom as well as any extra support after school or in the summer. Our plan is to have summer school, add a part time counselor to make that a full time position, and also hire an additional interventionist. This will help us sustain support until the 2023-2024 school year.

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

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

We have seen learning loss, social/emotional needs get higher and the cost of materials go up. Our intention is for all of our counselors to be full time so that they can work together to create a plan to help our students work on their social/emotional skills. It is also part of our KESA plan to help build relationships with all students. Right now our counselors have given the SAEBERS assessment to all students K-12. In looking at the data 7th grade is lowest on social emotional skills but made an increase in the Winter.

For reading skills we are still not even at the 80% mark for tier 1 instruction yet. Again, we just brought in Kagan Strategies so all teachers are now incorporating cooperative learning strategies in their classrooms. We are also working on more explicit instruction, signals in the classroom, more opportunities to respond as well as embedding some of those strategies better into our instruction.

With math we are also not at the 80% mark for tier 1 instruction. We again are working with TASN and our MTSS team and they are working with a small team to help us build and learn new instructional strategies that will benefit all students prek-12. Our small teams are going back and teaching these strategies to their fellow teachers on our Professional development days and we are already seeing the positive impact this is having on students. We are seeing more opportunities to respond and more engagement with kids. We are working on building relationships with all students and continuing to learn new strategies to help student be successful in the classroom.

I have included a document that shows our 2021-2022 data for reading, math and social emotional skills

<https://docs.google.com/document/d/11UYIZ-Kf5zSgl3uiEIT6GufchNA-QUei/edit?usp=sharing&ouid=115281729809436205437&rtpof=true&sd=true>

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

Students in grades K-8 will experience a hands-on Explorations summer program curriculum. We will be addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Focus areas include:

Reading and Math

STEM

Problem-Solving and Team-Building

Social Studies

Civic Engagement

Environmental Education

Career Exploration

In grades 9-12 we will implement Credit Recovery programs for students in person. Teachers will also be providing individual skill based lessons based off of data and STEM activities. Under the allowable uses; section 11A of the ESSER III reference sheet it says that ESSER funds may be used for planning and implementing summer learning or enrichment programs. When looking at our Winter 2022 Benchmark data from Fastbridge only one ELA group is close to 80% proficiency with high quality core instruction.

We are also requesting ESSER funds in the amount of \$105,000 to pay for an ELA/Math Interventionist until the 2024-2025 school year.

With Winter Benchmark data from Fastbridge it is showing that 11 out of the 12 grade levels had an increase in tier 3 students. This is a group of kids that needs intensive instruction. By helping us keep this position we will be able to implement interventions for our upper grade levels to help students who are lacking the necessary skills to be successful.

In addition to teaching specific skills to small groups of students, our interventionists will also be pushing into classrooms to help classroom teachers with instruction. Pushing into the classroom allows the interventionist and teacher to work together to help students who need more support and to provide more opportunities for students who have already mastered a skill to continue their learning. By providing intensive interventions we embrace every student who comes to school and no matter what their behavioral needs are, no matter what their instructional needs are; we are going to specify, articulate, and implement an appropriate intervention for that child. So that means a willingness to make modifications, a willingness to make adaptations, and a willingness to reflect on evidence-based decision making will be provided to students.

With our summer school program and interventionist we will be looking at our classroom strategies. The first strategy is the teacher model. It should show students exactly what is expected for a response. Once students know what is expected the model can be dropped to provide additional practice opportunities for students within the lesson.

The signal is an important part of explicit instruction as well. The signal includes four parts. It's the focus, the cue, think time, and then a signal for response. A focus shows students exactly what they are working on in the task at hand. A cue is a quick reminder of what they are being asked to do, such as "sound" if they're working on sound practice. Think time is a crucial component of the signal. The think time allows all students to think about and formulate their response before students give the response in unison as a group. And then the signal to respond shows that all students are ready to respond and all students take part in the practice opportunity.

Another component of explicit instruction is multiple opportunities to respond. Which the signal that we just mentioned helps with that. Multiple opportunities to respond could be through the use of whiteboards, or response cards for students. We have also brought in Kagan Learning to incorporate cooperative learning strategies in our K-12 classrooms.

Another component of explicit instruction is immediate error correction. Errors should be corrected immediately, in a non-punitive tone, and it consists of two parts for your error correction. The first part is the actual error correction. The teacher models the correct answer and students practice that correct answer. The second component of error correction is part firming. So, students move on from the item that they missed and then loop back later in instruction to make sure that the efficient error correction was effective.

Checks for understanding should be frequently embedded throughout your explicit instruction lesson. Frequent checks for understanding can be used to ensure that students are mastering the content that you are teaching or it can identify areas where students need additional practice throughout the lesson.

Here is a list of the evidence based practices that we already have in place: ACT prep, ASQ, Differentiated Instruction, Heggerty Phonemic Awareness, IXL, Kagan Strategies, KWL Charts, Lexia, Into Math, MTSS, Newsela, Pathways to Reading, Into Math, Second Step, Conscious Discipline, Starfall, Small Group Instruction and Interventions, The Leader in Me, Think Pair Share, Vocabulary, and Zones of Regulation. These are just some of the practices that we have implemented. We are working with our MTSS team to create a more detailed curriculum protocol so that we will have many resources right at our fingertips to help students succeed.

In looking at the What works clearinghouse document we have strong evidence to show that Lexia, Early Intervention to Reading, Direct Instruction, Evidence Based Literacy Instruction, Jigsaws within the classroom, Saxon Phonics, and Starfall all have data to support evidence based instruction. All of the evidence based practices above are all part of the ESSA requirements.

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Announcements-Special-Education-and-Title-Services/Best-Practices>

<https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Literacy>

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

Next year we will look at our FASTbridge data and also look at the interventions that we have put in place for student success. We will utilize our summer school program and continue to track student progress on a weekly basis. We are also still working with TASN and the MTSS team and have monthly meetings set up to analyze our data. In looking at data we will be able to see if we need more support staff or what we can do to change our core instruction to help students be successful. Based off of this data we will make decisions on what items we may need with ESSER III funds.

We will also look at social/emotional data to make sure we are meeting the needs of our students in a healthy way. This will give us the opportunity to see if more support staff could potentially be utilized as well.

We have many different options from our survey so we will continuously look at data and talk to all stakeholders before submitting another request.

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 mental health services are increasing. It is essential that our mental health issues be identified and treated because research shows mental health and academic achievement are linked. We need to work on building positive relationships in order to gain trust and confidence and be able to help students move forward to be successful. We have 47% of our student population that is ESOL, SPED or a student in poverty. With this service increasing we are asking to make our half time counselor position into a full time position. This position is responsible for Haven Middle School and Yoder Charter School. In the past we have only had this position as part time. Comprehensive developmental school counseling programs positively impact students, parents, teachers, administrators, boards and departments of education, school counselors, counselor educators, post-secondary institutions, student services personnel, business and industry, and the community. There are benefits to helping each one of these groups. Benefits for students include:

Preparing students for challenges of the 21st century through academic, career and personal/social development

Relates educational program future success

Facilitates career exploration and development

Develops decision-making and problem solving skills

Assists in acquiring knowledge of self and others

Enhances personal development

Assist in developing effective interpersonal relationship skills

Broadens knowledge of our changing world

Provides advocacy for students

Encourages facilitative, cooperative peer interactions

Fosters resilience factors for students

Assures equitable access to educational opportunities

School counselors provide a lot of support to teachers by completing a team that can effectively address the educational goals and needs of students, leading to an increase in student achievements. The biggest benefit of school counselors is that they prepare students for academic, career and social challenges by relating educational agendas to their success in the future. They make students motivated learners and facilitate their exploration of careers. Under the allowable uses; section 10 of the ESSER III reference sheet; it states that ESSER III can provide mental health services and support. Due to all of the social/emotional concerns and processes that we are putting in place we would like to make this position full time with the help of ESSER funds. With this new position we are requesting \$56,000 to support the other half of the counselors salary. This will help us cover her salary until the 2024-2025 school year. This includes benefits as well.

iPads are flexible and engaging learning devices inside or outside of the classroom. Students can use them in school, at home, individually or share them. Due to the pandemic we have learned that we need to have one-to-one devices so that every student can be successful in the classroom but also outside of the classroom. Ipads also give teachers access to an amazing array of apps and resources to integrate in their lessons. There are many benefits to adding one-to-one ipads for our students. One of those benefits is that they are interactive. iPads and tablets facilitate learning in a host of different ways courtesy of interactive apps that allow instant input and feedback. This enables educators to support traditional learning with apps that further instill numeracy and literacy skills through gamified education. iPads are also versatile. Whether it's via augmented reality that virtually transports the student back in time, through PowerPoint presentations that can be swiftly put together for oral presentations, or through apps like iMovie that allow students to create videos, iPads and tablets are incredibly versatile. Loaded with apps that are accessed via the Cloud, they facilitate different types of learning, including new and engaging ways to complete assessable tasks.

In order to add one-to-one iPads we are requesting \$30,000 to purchase additional ipads in place of older ones that we have. Under the allowable uses; section 9 of the ESSER III reference sheet; purchasing educational technology is an appropriate use of ESSER funds.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,111,604	\$0	\$1,111,604	ESSER III Allocations	\$222,321
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,111,604	\$0	\$1,111,604	Amount Still Needed	\$222,321
In Review Total	\$1,111,604	\$0	\$1,111,604	In Review Total	\$291,604
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
312-3-0001	Direct	False	2610	733	14	\$600,000	Task Force Review
312-3-0002	Direct	False	1000	113	16	\$160,000	Task Force Review
312-3-0003	Direct	False	1000	113	16	\$30,000	Task Force Review
312-3-0004	Direct	True	1000	113	10	\$56,000	Task Force Review
312-3-0005	Direct	True	1000	113	12	\$105,000	Task Force Review
312-3-0006	Direct	True	1000	113	11A	\$105,604	Task Force Review
312-3-0007	Direct	True	2230	659	9	\$25,000	Task Force Review
312-3-0008	Direct	False	2230	659	9	\$30,000	Task Force Review

Line Item Details

Line Item ID: 312-3-0001

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

E3-Operation of Building

Account Number

07-2610-00-733-20

Function Code

2610 - Operation of Building

Object Code

733 - Furniture and Fixtures

Allowable Use

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

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$600,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$600,000

Status

Task Force Review

Line Item Comment from KSDE

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

Line Item ID: 312-3-0002

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

E3-Instruction/Payroll

Account Number

07-1000-00-113-07

Function Code

1000 - Instruction

Object Code

113 - Part-Time Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$80,000

Budgeted Expenditures in SFY 2023

\$80,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$160,000

Status

Task Force Review

Line Item Comment from KSDE

Could you provide more detail about how many staff are being paid at what amount to arrive at this amount?
When were these requirements made known to the staff?

Line Item ID: 312-3-0003

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

E3-Instruction/Payroll

Account Number

07-1000-00-113-07

Function Code

1000 - Instruction

Object Code

113 - Part-Time Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$30,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$30,000

Status

Task Force Review

Line Item Comment from KSDE

Please explain how this line item pertains to COVID.

Line Item ID: 312-3-0004

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

E3-Instruction/Payroll

Account Number

07-1000-00-113-07

Function Code

1000 - Instruction

Object Code

113 - Part-Time Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$56,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$56,000

Status

Task Force Review

Line Item Comment from KSDE

Please explain how this line item pertains to COVID.

Line Item ID: 312-3-0005

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

E3-Instruction/Payroll

Account Number

07-1000-00-113-07

Function Code

1000 - Instruction

Object Code

113 - Part-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$52,500

Budgeted Expenditures in SFY 2023

\$52,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$105,000

Status

Task Force Review

Line Item Comment from KSDE

Please explain how this line item pertains to COVID.

Line Item ID: 312-3-0006

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

E3-Instruction/Payroll

Account Number

07-1000-00-113-07

Function Code

1000 - Instruction

Object Code

113 - Part-Time Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$35,201**Budgeted Expenditures in SFY 2023** \$35,201**Budgeted Expenditures in SFY 2024** \$35,202**Total Expenditures** \$105,604**Status**

Task Force Review

Line Item Comment from KSDE

Could you provide some additional information regarding how many teachers will provide summer school and how many students you are anticipating?

Line Item ID: 312-3-0007

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

E3-Technology

Account Number

07-2230-00-659-05

Function Code

2230 -

Object Code

659 - Other

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$25,000**Total Expenditures** \$25,000**Status**

Task Force Review

Line Item Comment from KSDE

Could you provide a breakdown of costs (e.g. # of Chromebooks @ what price?)

Line Item ID: 312-3-0008

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

E3-Technology

Account Number

07-2230-00-659-05

Function Code

2230 -

Object Code

659 - Other

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$30,000**Total Expenditures** \$30,000**Status**

Task Force Review

Line Item Comment from KSDE

Could you provide a breakdown of this cost (e.g. # of IPADS @ what cost)?

5/11/2022 This item does not qualify as part of the 20% Learning Loss Set Aside.

ESSER III APPLICATION FOR D0315

Status

Task Force Review

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Colby Public Schools	600 W Third St, Colby, KS 677012000	600 W Third St, Colby, KS 677012000
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Katina Brenn	kbrenn@colbyeagles.org	(785) 460-5000

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Katina Brenn	Superintendent	kbrenn@colbyeagles.org	(785) 460-5000
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Shanna Long	slong@colbyeagles.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Jo DeYoung	jdeyoung@colbyeagles.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.colbyeagles.org/o/colby/page/coronavirus-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?

From the onset of this pandemic, Colby Public Schools, USD 315, has worked closely with the Thomas County Health Department, the county commission, the surrounding school districts in Thomas County, and the private schools in the county to communicate and coordinate pandemic statistics and mitigation efforts. From these meetings, USD 315 examines the data and sets the Pandemic Response Level for the district. Our Levels span from Tier One to Tier Four. (Tier One is "Awareness-New Standard" to Tier Four is "High Community Restrictions-Full Remote Learning.")

Along with working with other local entities throughout the pandemic, Colby Public Schools has dedicated considerable funds to address the situation so as to do all we are able to stay in school with in-person learning to the fullest extent possible. A hallmark of this plan has been the bringing on of additional professional staff members to work with the students in smaller student groupings, providing the resources necessary to support students, and implement the mitigation plan. This approach has allowed us to keep our students and staff members at CDC recommended distances, support student social emotional needs, and assist in closing the learning gap. This has proven to be effective.

The responses we take and implement are, once again, tied to our District Pandemic Learning Plan. When the numbers dictated, we moved to a more restrictive response so as to limit the spread of COVID. We believe that we have been highly successful with this approach.

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 all of our attendance centers pulled together various groups of students to discuss the pandemic and the fact that we have ESSER III monies to utilize to help them with their academic experience and journey. Considering the different levels of sophistication found within the different ages of our students, the conversations were tailored to meet their development levels. We were pleased with the level of engagement demonstrated by our students as they took part in these conversations. We were also pleased with the divergent thinking expressed by some of our students who came up with viable ideas for helping them that we simply had not considered. Many of the ideas actually fit into the socio-emotional part of the world (which makes perfect sense), and are worth pursuing with other funding even if the ESSER III money cannot be used.

Along with the focus group approach we employed, in addition, all students grade 3-12 completed an online survey to provide input as to how to best address their needs with these funds. Survey results represented all student subgroups identified by our state accountability reports (All, Free and Reduced Lunch, Students with Disabilities, African American Students, and Hispanic Students). Once again, we were pleased with the level of maturity and depth of thinking that went into the responses we received. It was particularly rewarding that the efforts we have been engaged in throughout all of this (bringing on additional people to address learning loss and to prop up the students emotionally) were mentioned by the students time and again as a positive way to help support their needs.

Families

We have worked closely with the families of our students throughout the Pandemic. Besides simply keeping them informed of the steps we have taken to ensure a safe and secure learning environment for our students and staff members, we also have very purposefully engaged with our people to help us in developing our ESSER support plan. Specifically, we conducted surveys and also had this topic of importance as a focus during our Building Site Council Meetings, our Parent Teacher Conferences and our District-Wide Site Council Summit meetings.

The feedback we continually received from the families of our students revolved around providing extended and enhanced learning opportunities for our students and for increased efforts in our SEL approach here in district. As for the learning opportunities, we expanded Summer School and also added personnel to work at all levels with specified supports within our MTSS program. We added in two student advocate positions, two at-risk monitor positions, and two School Social workers to work with students who might be struggling with their schoolwork or with their adjustment to the stressors of the day.

School and District Administrators including Special Education Administration

As would be predicted, the work around the Pandemic has tremendously increased the workload and stress level of the administrators of the district. Many hours of hard work has taken place to ensure we have responded in a manner that set our people up for success, academically and health wise. The administrative team has weekly meetings to discuss how we may best meet the needs of our students, so we simply added into the mix the Pandemic's impact on everything, making sure to be forward leaning as we discussed possible approaches to provide for our people, students and staff alike. Along with these meetings, the Pandemic and the district's response to the Pandemic was a major part of the annual Leadership Retreat we took this last summer. Also, we made sure to complete the required Building Needs Assessments with the filter of meeting the needs of our people due to the Pandemic.

From all of this scrutiny, we decided the best way forward to meet the needs of our students was to invest in bringing on additional personnel to work with the students on their social emotion needs and academic deficiencies caused by the disruption to their learning.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

So as to glean the best possible set of options for providing for our students, the administrative team very carefully involved our school staff in discussions about that very topic on multiple occasions. The topic of better serving our students was the repeated theme of monthly faculty meetings, the School Improvement Council, meetings with the Colby Association of Teachers, Building Leadership Team meetings, Department meetings, and Grade level meetings.

As was the case with the Administrative Team's thoughts, the staff came back to the importance of providing additional supports for our students both academically and with their SEL needs. Also, the feedback we consistently received and continue to receive is it is a boon to all to bring on additional staff members to work with students on their learning loss and to provide support for any emotional struggles the students may be facing. Along with this support, the staff also saw the benefit of continuing our Summer School Credit Recovery programming to target students at risk of not graduating after beginning it in June 2021.

Tribes

Referring to our School Management System, we discovered that we had 23 students (18 families) identify themselves as Native American. This makes up 0.02% of the district's student population. Invitations were sent to these families to take part in a focus group to discuss ways for us to serve the needs of their students. While having a limited number of students and families identify as Native American, we were successful in receiving valuable feedback regarding serving their needs.

Specifically, we found that this populations feedback mirrored the overall input of needing to direct efforts sand resources towards mitigation efforts, academic supports, and social emotional supports.

Civil Rights Organization including Disability Rights Organizations

We reached out to the local and regional organizations which includes LiveWell Northwest Kansas, Department of Children and Families, and The Developmental Services of Northwest Kansas with a survey seeking feedback regarding ideas to meet the needs of our students. LiveWell Northwest Kansas works to build a strong foundation for healthy children and families through parenting and early-childhood education. This organization provides support to many of the economically disadvantaged families within our community. The Developmental Services of Northwest Kansas serves and advocates for many families of individuals with disabilities. Feedback identified support for providing additional academic efforts, maintaining in person instruction whenever possible, providing increased social emotional services, and providing equipment and supplies needed for mitigation efforts.

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 met with district ELL, Migrant, Foster Care and Homeless employees, program representatives at Northwest Kansas Educational Service Center, program representatives at Greenbush, program representatives at Southwest Regional Service Center, Representatives from Options (local domestic and sexual violence shelter) parents, representatives from the local dairy and feedlot who represent our ELL, Migrant, Foster Care and Homeless students. We discussed how we might best leverage our ESSER III dollars to advantage these students. Through this conversation, it was clear the people have appreciated our efforts in meeting the learning loss of these students with additional staff. This was especially true in areas of ELA, math, and SEL needs of our students. The additional at-risk monitor positions, and School Social worker positions we brought to the district have made a real difference to the general wellbeing of the students, thus allowing them the foundation needed to flourish in the academic setting.

Provide the public the opportunity to provide input and take such input into account

Throughout the Pandemic, we have engaged with our stakeholders to gain perspective on what they feel is needed to address the overall well-being of our students, academic and emotionally alike. From these ongoing conversations, student surveys, staff surveys, parent surveys, community surveys, meetings with community service organizations we developed our approach to enhance and expand our social emotional supports, academic supports, and mitigation resources.

Upon creating and implementing these strategies, we have very didactically worked to keep our people informed of our efforts and the successes and growth areas we have experienced. We did this through Site Council Meetings, during Parent Teacher Conferences, the District Site Council, and during the Board of Education meetings. During all of these venues, we hold open discussions about how our efforts are faring and then discuss how we might need to adjust things as we continue through all of this. These rich and robust conversations have led us to building strategies and approaches that have benefited our students and staff alike.

Two distinct themes presented themselves throughout the engagement efforts we put forth. First, the people of the district see the benefit and logic of expending ESSER III monies on efforts that directly impact the learning loss of the students. Also, the people definitely see the virtue of providing additional supports to our students in regards to the SEL needs. We will definitely build on our past successes within these two areas and move forward in a way that strives to meet the individual needs of each and every student in our school system.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The Pandemic has certainly taken its toll on our student body. This showed up both academically and through the sheer volume of disciplinary referrals we have experienced since the onset of the COVID Era.

Using local screener data and state assessment data, our students' achievement and emotional risk factors have increased. During the 2019-2020 school year 10% of K-4 students 28% of grades 5-8 students, and 23% grades 9-12 students were identified as at-risk. During the 2020-2021 school year 24% of K-4 students 35% of grades 5-8 students, and 31% grades 9-12 students were identified as at-risk. During the 2021-2022 school year 33% of K-4 students 40% of grades 5-8 students, and 39% grades 9-12 students were identified as at-risk. The 2.5 student advocate positions we brought to the district have made a real difference in identifying the academic deficiencies of students all students in order to provide the supports needed to address learning loss.

Along with the ravages COVID has had on our students' academic success, there has been an increase in instances in disciplinary issues across the entire district and increased in absenteeism.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

The district is dedicated to strengthening our strategies we have implemented to address the learning loss of our student body. One approach has a direct impact on learning while our second strategy addresses SEL needs of our students, thus providing them with the supports mentioned in "Maslow's Hierarchy of Needs" that must be present in order for a person to move up towards a state of "Self Actualization."

Academically, we will continue our efforts to offer Summer School Credit Recovery programming to target students at risk of not graduating. Prior to USD 315 did not provide an academic summer school program other than the required special education extended school year programming and migrant programming offered by our local service center. Additionally, we will purchase and implement a new screener program that will allow us pinpoint the academic deficiencies and social emotional needed of our students. This sets the students up for greater potential success.

As alluded to earlier, we are also dedicated to assisting our students with the SEL health. Toward that end, we will maintain our two Student Advocate positions, two at-risk monitor positions, and two school social worker positions we created this past year. Having these dedicated professionals working with our students provided them with an outlet for their feelings and will continue to help them deal with any potential disruptive trauma-based experiences they might be having. Providing this service will go a long way toward helping students regulate themselves when they are feeling accelerated. Along with this, though, we plan to outfit our sensory room with a variety of therapeutic materials the students may use when in need to calm down. These overt approaches will have the impact of helping our students self-regulate, thus allowing them more time to engage in educational activities rather than having to deal with emotional outbursts.

Allowable Use(s): Learning Loss

- 2021-2022, 2022-2023, 2023-2024: Credit recovery Edgenuity curriculum for general education, special education, ELL, and migrant students determined at risk of not graduating (\$50,960)

Evidence Based criteria as defined in ESEA:

- 1) Preventing Dropout In Secondary Schools: Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school. <https://ies.ed.gov/ncee/wwc/practiceguide/24>

- 2) WHAT WORKS CLEARINGHOUSE™

Preventing Dropout

in Secondary Schools https://ies.ed.gov/ncee/wwc/docs/practiceguide/wwc_dropout_092617.pdf

- 2 licensed teachers for ELA/Math/Credit Recovery Sessions

Pay based on negotiated agreement and regular school year classified hourly rate (\$13,936)

Evidence Based criteria as defined in ESEA:

- 1) WWC Review of the Report "The Struggle to Pass Algebra: Online vs. Face-to-Face Credit Recovery for At-Risk Urban Students" https://ies.ed.gov/ncee/wwc/Docs/SingleStudyReviews/wwc_heppen_021417.pdf

- 2) "Sustained progress: New findings about the effectiveness and operation of small public high schools of choice in New York City. <https://ies.ed.gov/ncee/wwc/Study/88768>"

- 2021-2022, 2022-2023, 2023-2024: FastBridge academic and social emotional screener-918 students (\$17,516)

Evidence Based criteria as defined in ESEA:

- 1) A longitudinal cluster-randomized controlled study on the accumulating effects of individualized literacy instruction on students' reading from first through third grade. <https://ies.ed.gov/ncee/wwc/Study/85765>

- 2) Response to Intervention in Primary Grade reading https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_rrti_pg_rec01.pdf

- 3) Leveled Literacy Intervention had positive effects on general reading achievement, potentially positive effects on reading fluency, and no discernible effects on alphabets for beginning readers. <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/679>

- 2021-2022, 2022-2023: Substitute costs to allow teachers to attend professional training to be able to implement academic & social emotional screening, interventions, and structures to monitor student progress and growth (\$17,460)

Evidence Based criteria as defined in ESEA:

- 1) Efficacy of the Social Skills Improvement System Class-wide Intervention Program (SSIS-CIP) Primary Version DiPerna, J. C., Lei, P., Bellinger, J., & Cheng, W. (2015). School Psychology Quarterly, 30(1), 123-141. Retrieved from: <https://eric.ed.gov/?id=EJ1056685>

- 2) Reappraising academic and social adversity improves middle school students' academic achievement, behavior, and well-being

- 2) Reappraising academic and social adversity improves middle school students' academic achievement, behavior, and well-being

Geoffrey D. Borman, Christopher S. Rozekb, Jaymes Pynec, and Paul Hanselmand (2019). Proceedings of the National Academy of Sciences Retrieved from: <https://eric.ed.gov/?id=ED600814>

- 2021-2022, 2022-2023: 2.5 student advocates (\$347,749)

Evidence Based criteria as defined in ESEA:

1) Reappraising academic and social adversity improves middle school students' academic achievement, behavior, and well-being. Geoffrey D. Borman, Christopher S. Rozekb, Jaymes Pynec, and Paul Hanselmand (2019). Proceedings of the National Academy of Sciences Retrieved from: <https://eric.ed.gov/?id=ED600814>

2) WHAT WORKS CLEARINGHOUSE™

Preventing Dropout

in Secondary Schools https://ies.ed.gov/ncee/wwc/docs/practiceguide/wwc_dropout_092617.pdf

Allowable Use Cost = \$449,621

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

We will dedicate our remaining ARP ESSER funds to pinpoint students' academic and social emotional needs, provided students with academic and social emotional supports needed through the employment of additional professional, and lastly providing the resources needed to implement any needed academic, social emotional, and COVID mitigation strategies. Also, if needed we have mitigation plans in place other than "out of school" or "remote learning" in order to provide the best learning opportunities where we will be able to define the particular academic needs of our students who are not experiencing success. These tutoring events will be conducted by licensed teachers and will be personally built to meet the specific needs of the students who are participating.

Allowable Use(s): Software/hardware/connectivity

- 100 refurbished laptops, cases, and power cords to provide equitable access to learning to address learning loss. (\$51,667)
- Parent communication/messaging system (\$15,563)
- Balance of Interactive TV to facilitate learning (\$1,582)

Allowable Use Cost = \$68,812

Allowable Use(s): School facility to enable operation of schools to reduce risk of virus transmission and exposure

- Adding hot water system to primary building to implement hand washing protocols-Hot water hardware (\$1,600)
- Adding hot water system to primary building to implement hand washing protocols-Hot water labor (\$3,645)
- Adding hot water system to primary building to implement hand washing protocols-Electrical (\$2,110)

Allowable Use Cost = \$7,355

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 developed a strong social emotional support system in our district. As a part of that work, we closely follow all academic, attendance and SEL data for each one of our students. This is done at the building level through our tiered system of supports process.

We plan to purchase, train, and implement the gathering of pre and post testing data as a part of our tiered system of supports. The Fast Bridge academic and social emotional data will be collected a minimum of three times a year and local at-risk screener will assist us in tracking our students, looking especially for trends that show if our efforts are helping improve the situation. Along with the academic data we gather, we also gather office referral data, detention data, ISS data and OSS data. This information is considered at the individual student level and at the building level and ultimately at the district level. Our data monitoring practices will determine if our interventions and strategies are having the intended impact, thus setting us up for an opportunity to adjust things if need be.

Allowable Use(s): Mental health supports

- 2021-2022, 2022-2023: 2 at-risk monitors/2 social workers (\$416,645)

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$940,433	\$0	\$940,433	ESSER III Allocations	\$188,087
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$940,433	\$0	\$940,433	Amount Still Needed	\$188,087
In Review Total	\$940,433	\$0	\$940,433	In Review Total	\$447,621
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
315-3-0001	Direct	False	2600	434	13	\$2,110	Task Force Review
315-3-0002	Direct	False	2600	437	13	\$3,645	Task Force Review
315-3-0003	Direct	False	2600	727	13	\$1,600	Task Force Review
315-3-0004	Direct	False	1000	734	9	\$1,582	Task Force Review
315-3-0005	Direct	False	2200	734	9	\$9,167	Task Force Review
315-3-0006	Direct	False	1000	734	9	\$42,500	Task Force Review
315-3-0007	Direct	False	1000	323	9	\$15,563	Task Force Review
315-3-0008	Direct	False	1000	120	10	\$122,470	Task Force Review
315-3-0009	Direct	False	1000	214	10	\$240	Task Force Review
315-3-0010	Direct	False	1000	220	10	\$9,369	Task Force Review
315-3-0011	Direct	False	1000	260	10	\$1,010	Task Force Review
315-3-0012	Direct	False	1000	270	10	\$29	Task Force Review
315-3-0013	Direct	False	2100	110	10	\$224,805	Task Force Review
315-3-0014	Direct	False	2100	210	10	\$39,362	Task Force Review
315-3-0015	Direct	False	2100	214	10	\$240	Task Force Review
315-3-0016	Direct	False	2100	220	10	\$17,208	Task Force Review
315-3-0017	Direct	False	2100	260	10	\$1,866	Task Force Review
315-3-0018	Direct	False	2100	270	10	\$46	Task Force Review
315-3-0019	Direct	True	2100	120	12	\$256,723	Task Force Review
315-3-0020	Direct	True	2100	210	12	\$68,868	Task Force Review
315-3-0021	Direct	True	2100	214	12	\$240	Task Force Review
315-3-0022	Direct	True	2100	220	12	\$19,726	Task Force Review
315-3-0023	Direct	True	2100	260	12	\$2,134	Task Force Review
315-3-0024	Direct	True	2100	270	12	\$58	Task Force Review
315-3-0025	Direct	True	1000	653	12	\$68,476	Task Force Review
315-3-0026	Direct	True	1000	115	12	\$17,460	Task Force Review
315-3-0027	Direct	True	1000	110	11A	\$13,936	Task Force Review

Line Item Details

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Electrical Services

Account Number

27-100-2600-434-70-03

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

434 - Electrical 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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,110
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$2,110

Status

Task Force Review

Line Item Comment from KSDE

4/19/22: Please explain how this expenditure is tied to COVID 19 and beyond the typical hot water the district already provides. Allowable if CDC guidelines are met. Capital Improvement documentation required.

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Plumbing Service

Account Number

27-100-2600-437-70-03

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

437 - Plumbing 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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,645
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,645</u>

Status

Task Force Review

Line Item Comment from KSDE

4/19/22: Please explain how this expenditure is tied to COVID 19 and beyond the typical hot water the district already provides. Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 315-3-0003

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

Plumbing System

Account Number

27-100-2600-727-70-03

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

727 - Plumbing System

Allowable Use

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$1,600**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,600**Status**

Task Force Review

Line Item Comment from KSDE

4/19/22: Please explain how this expenditure is tied to COVID 19 and beyond the typical hot water the district already provides. Is this in addition to the current hot water heaters or replacements? Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 315-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Technology-Related Hardware

Account Number

02-100-1000-734-45-03

Function Code

1000 - Instruction

Object Code

734 - Technology -Related Hardware

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$1,582**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,582**Status**

Task Force Review

Line Item Comment from KSDE

4/19/22: How is the touch screen related to COVID? What funds are used for the remainder of the expense?

Line Item ID: 315-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Technology-Related Hardware

Account Number

27-100-2200-734-64-03

Function Code

2200 - Support Services (Instructional Staff)

Object Code

734 - Technology -Related Hardware

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$9,167

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$9,167

Status

Task Force Review

Line Item Comment from KSDE

4/19/22: How is this purchase related to COVID?

Line Item ID: 315-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Technology-Related Hardware

Account Number

27-100-1000-734-64-03

Function Code

1000 - Instruction

Object Code

734 - Technology -Related Hardware

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$42,500

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$42,500

Status

Task Force Review

Line Item Comment from KSDE

4/19/22: Please add additional information on how this is needed due to COVID. How will the laptops be used to decrease learning loss?

Line Item ID: 315-3-0007

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

Purchased Services-Student Services

Account Number

27-100-1000-323-64-03

Function Code

1000 - Instruction

Object Code

323 - Student Services

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$15,563

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$15,563

Status

Task Force Review

Line Item Comment from KSDE

4/19/22 How is this tied to COVID? How is it different than what you are currently using for communication with families?

Line Item ID: 315-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Non-Certified Salaries

Account Number

27-100-1000-120-50-03

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$60,329

Budgeted Expenditures in SFY 2023

\$62,141

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$122,470

Status

Task Force Review

Line Item Comment from KSDE

4/19/22 Additional information provided in narrative.

Line Item ID: 315-3-0009

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

Life Insurance

Account Number

27-100-1000-214-50-03

Function Code

1000 - Instruction

Object Code

214 - Life Insurance

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$120

Budgeted Expenditures in SFY 2023

\$120

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$240

Status

Task Force Review

Line Item ID: 315-3-0010

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

Fica/Ficm

Account Number

27-100-1000-220-50-03

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$4,615

Budgeted Expenditures in SFY 2023

\$4,754

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$9,369

Status

Task Force Review

Line Item ID: 315-3-0011

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

27-100-1000-260-50-03

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$500

Budgeted Expenditures in SFY 2023

\$510

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$1,010

Status

Task Force Review

Line Item ID: 315-3-0012

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

Workers Comp

Account Number

27-100-1000-270-50-03

Function Code

1000 - Instruction

Object Code

270 - Worker's Compensation

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$13

Budgeted Expenditures in SFY 2023

\$16

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$29

Status

Task Force Review

Line Item ID: 315-3-0013

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

27-100-2100-110-65-03

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$110,801**Budgeted Expenditures in SFY 2023** \$114,004**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$224,805**Status**

Task Force Review

Line Item Comment from KSDE

4/19/22 Additional information provided in narrative.

Line Item ID: 315-3-0014

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

Health Insurance

Account Number

27-100-2100-210-65-03

Function Code

2100 - Support Services (Students)

Object Code

210 - Group Insurance

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$19,356**Budgeted Expenditures in SFY 2023** \$20,006**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$39,362**Status**

Task Force Review

Line Item ID: 315-3-0015

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

Life Insurance

Account Number

27-100-2100-214-65-03

Function Code

2100 - Support Services (Students)

Object Code

214 - Life Insurance

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$120

Budgeted Expenditures in SFY 2023

\$120

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$240**Status**

Task Force Review

Line Item ID: 315-3-0016

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

Fica/Ficm

Account Number

27-100-2100-220-65-03

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$8,477

Budgeted Expenditures in SFY 2023

\$8,731

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$17,208**Status**

Task Force Review

Line Item ID: 315-3-0017

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

Unemployment

Account Number

27-100-2100-260-65-03

Function Code

2100 - Support Services (Students)

Object Code

260 - Unemployment Compensation

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$922

Budgeted Expenditures in SFY 2023

\$944

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$1,866**Status**

Task Force Review

Line Item ID: 315-3-0018

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

Workers Comp

Account Number

27-100-2100-270-65-03

Function Code

2100 - Support Services (Students)

Object Code

270 - Worker's Compensation

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$20

Budgeted Expenditures in SFY 2023

\$26

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$46**Status**

Task Force Review

Line Item ID: 315-3-0019

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries

Account Number

27-100-2100-120-75-03

Function Code

2100 - Support Services (Students)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$126,896

Budgeted Expenditures in SFY 2023

\$129,827

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$256,723

Status

Task Force Review

Line Item Comment from KSDE

4/19/22 Additional information provided in narrative.

Line Item ID: 315-3-0020

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

Health Insurance

Account Number

27-100-2100-210-75-03

Function Code

2100 - Support Services (Students)

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$33,820

Budgeted Expenditures in SFY 2023

\$35,048

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$68,868

Status

Task Force Review

Line Item ID: 315-3-0021

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

Life Insurance

Account Number

27-100-2100-214-75-03

Function Code

2100 - Support Services (Students)

Object Code

214 - Life Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$120

Budgeted Expenditures in SFY 2023

\$120

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$240

Status

Task Force Review

Line Item ID: 315-3-0022

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

Fica/Ficm

Account Number

27-100-2100-220-75-03

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$9,717

Budgeted Expenditures in SFY 2023

\$10,009

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$19,726

Status

Task Force Review

Line Item ID: 315-3-0023

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

Account Number

27-100-2100-260-75-03

Function Code

2100 - Support Services (Students)

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$1,052

Budgeted Expenditures in SFY 2023

\$1,082

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$2,134**Status**

Task Force Review

Line Item ID: 315-3-0024

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

Workers Comp

Account Number

27-100-2100-270-75-03

Function Code

2100 - Support Services (Students)

Object Code

270 - Worker's Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$28

Budgeted Expenditures in SFY 2023

\$30

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$58**Status**

Task Force Review

Line Item ID: 315-3-0025

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

Software

Account Number

27-100-1000-653-50-03

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$24,140**Budgeted Expenditures in SFY 2023** \$23,334**Budgeted Expenditures in SFY 2024** \$21,002**Total Expenditures** \$68,476**Status**

Task Force Review

Line Item Comment from KSDE

4/19/22 Add additional information on how this will reduce learning loss on your identified subgroup student populations (special education, tribes, etc)

Line Item ID: 315-3-0026

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

Certified Substitute Salaries

Account Number

27-100-1000-115-75-03

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$14,706**Budgeted Expenditures in SFY 2023** \$2,754**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$17,460**Status**

Task Force Review

Line Item Comment from KSDE

4/19/22: While this is an allowable expenditure, we need to know how this will have a positive effect on learning loss. What evidence base do you have that supports having a substitute in the classroom while the teacher is receiving training?

Line Item ID: 315-3-0027

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

Summer School Salaries

Account Number

27-100-1000-110-50-03

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$4,488**Budgeted Expenditures in SFY 2023** \$4,631**Budgeted Expenditures in SFY 2024** \$4,817**Total Expenditures** \$13,936**Status**

Task Force Review

Line Item Comment from KSDE

4/19/22: More information provided in the narrative.

ESSER III APPLICATION FOR D0329

Status

Task Force Review

KSDE Application Comments

Stakeholder Feedback - 6/3/2022

Please refer to the ESSER III toolkit for Civil Rights Group.

Please utilize the ESSER III toolkit, linked here -

https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit?usp=sharing

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Wabaunsee	213 E 9th, Alma, KS 664010157	PO Box 157, Alma, KS 664010157
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Brad Starnes	bstarnes@usd329.com	(785) 765-3394

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Brad Starnes	Superintendent	bstarnes@usd329.com	(785) 765-3394
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Michelle Gehrt	mgehrt@usd329.com		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Janice Chamberlin	jchamberlin@usd329.com		

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1331810/District_Plan_for_Safe_Return_to_In-Person_Instruction_and_Continuity_of_Services.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 and our local education service center (Greenbush) 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.

We are active participants in the Kansas Department of Health & Environment (KDHE) Test to Know, Test to Stay & Learn and Test to Stay, Play & Participate program. Through the grant we have hired a COVID Coordinator who administers the testing program. For the 20-21 school year we have administered 2,315 tests to both staff and students (our enrollment is 414 PK-12 students and 85 staff). There have been 111 student positives (26.12%) and 27 staff positives (36%). The remaining tested students and staff have all been negative. The remaining tested students and staff have all been negative.

<https://docs.google.com/spreadsheets/d/1LXz96iC2uUhLETnWqdgO3UKbXLvecEdpPn-NmOwH6NY/edit?pli=1#gid=523236155>

We are working with Energy Solutions Professionals (ESP) on an energy performance contract that includes upgrades to HVAC air handler ionization plasma air scrubbers that clean 99% of all air contaminants. We continue using portable air scrubbing units in all classrooms and are following an active disinfectant schedule, that includes "fogging" all buses after routes and classrooms daily. Hand-washing techniques are continuing. All funds expended in ESSER III will be reviewed by KSDE to ensure that all expenditures align with best practice, with up-to-date safety requirements, and to ensure it is maximized for a positive impact on student learning and safety.

<https://drive.google.com/drive/u/0/search?q=energy%20solutions%20professionals>

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 contacted and worked with our STUCO, asking a series of questions. The students indicated continued emphasis on technology and the need for Social/Emotional support. Students voiced their particular needs through our Kansas Communities That Care Survey (attached survey data) of 6,8,10 & 12th grade students, as well as the community survey. The KCTC survey continues to show the need to address depression, suicide and bullying-particularly electronic bullying. We had 12.9% of our tested students report they had tried to kill themselves. The state average was 10.1%. As we drilled into the data, the "seemingly" cause was due to depression resulting from bullying-particularly electronic bullying.

Using this data and listening to students representing all subgroups, the following supports received the most interest from our students. We've committed to providing a Mental Health Team that includes our KSDE MHIT grant member CrossWinds Community Based Mental Health Provider, a school mental health liaison, a social worker, a school psychologist, hiring of a School Resource Officer (SRO-through a COPS grant), hiring a PK-8 counselor and continued funding of a 9-12 counselor. <https://drive.google.com/file/d/16bXD8PyQJzmei5xzTu7qYytOotMqk7OE/view?usp=sharing>

We've also invested in updating our iPads-even though they're not paid for through ESSER funds. And the plan this summer to update all our district technology network.

From this student data we also worked with our community partners-clergy and law enforcement to have a parent's night where we had KBI/FBI representatives talk with parents about technology and particularly cyberbullying.

Additionally, we're deeply invested in the evidence-based practice-Stephen Covey's The Leader in Me mental health program where students are taught life lessons. We also have begun KSDE Multi-Tiered Systems of Support (MTSS) training to address student academic and mental health needs. We realize that many bad things may take place if our students aren't in face to face school and unable to participate in activities/sports. To help students Stay in School and Stay to Participate and Play we are part of the Kansas Department of Health & Environment (KDHE) testing grant (attached Test to Stay information).

<https://docs.google.com/spreadsheets/d/1LXz96iC2uUhLETnWqdgO3UKbXlvecEdpPn-NmOwH6NY/edit?usp=sharing>

To help us in identifying continued student social emotional learning needs and help build our MTSS model, the district (for the first time) now has a K-12 universal Evidence Based Practice assessment-FastBridge that includes specific SEL questions through the SABRES portion of the testing.

Families

We have worked closely with our families in developing our ESSER support plan. A community survey was conducted. There were 49 responses to the survey. The breakdown included 10 parents, 33 district staff, 4 community members, and 2 student responses. (link attached of survey)

<https://docs.google.com/forms/d/1TaJKsuvDRhDVG6JQU6ElSttinRijTf-0mpvWx2iPJms/edit?usp=sharing>

The breakdown of the community survey revealed 31 responses, or 63.3% responses supported retention/incentive/premium pay for district staff. The next highest response was additional personnel to support academic interventions (30 responses or 61.2%). The third highest response (29 or 59.2%) centered around maintaining our current Mental Health Team commitment through the KSDE Mental Health Intervention Grant (MHIT) with CrossWinds Community Based Mental Health Provider, hiring of a School Resource Officer (SRO-through a COPS grant), hiring a PK-8 counselor and continued funding of a 9-12 counselor. The next three levels supported HVAC air handler upgrades, additional instructional resources (textbooks, technology, software, curriculums) and continuing our commitment to Kansas Department of Health & Environment testing to Know/Stay/Participate for the health, safety and support of our students & staff.

School and District Administrators including Special Education Administration

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups through the use of the following survey:

https://docs.google.com/forms/d/1vafAU5J4UwDxye5vADKjKVAvZx_3tH-HDgPvvRkvFSI/edit?usp=sharing

Our school district of 82 staff and all administrators (4) had a hand in developing & approving the ESSER III plan based upon the survey results and by having faculty meetings to help determine what our students needed to offset COVID related learning losses. 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, including underserved populations.

As a result of these meetings, the following have been determined as most important to address in our district. We are implementing the evidence-based practice of Multi Tiered Systems of Support (MTSS) through Greenbush Service Center. And the district (for the first time) now has a K-12 universal Evidence Based Practice assessment-FastBridge that includes specific SEL questions through the SABRES portion of the testing.

Faculty meetings and in-service activities are being utilized to use this information to build our MTSS model, provide FastBridge training, address our literacy goal and to continue providing SEL support due to COVID related learning loss. Further, according to our SPED Director, our SPED staff are engaged in COVID learning loss discussions during student IEP meetings. To retain SPED staff including paraprofessionals, therapists, social workers, teachers, etc. we need to provide premium pay through the use of ESSER dollars.

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. A community survey was conducted. There were 49 responses to the survey. The breakdown included 10 parents, 33 district staff, 4 community members, and 2 student responses. The breakdown of the community survey revealed 31 responses, or 63.3% responses supported retention/incentive/premium pay for district staff. The next highest response was additional personnel to support academic interventions (30 responses or 61.2%). The third highest response (29 or 59.2%) centered around maintaining our current Mental Health Team commitment through the KSDE Mental Health Intervention Grant (MHIT) with CrossWinds Community Based Mental Health Provider, hiring of a School Resource Officer (SRO-through a COPS grant), hiring a PK-8 counselor and continued funding of a 9-12 counselor. The next three levels supported HVAC air handler upgrades, additional instructional resources (textbooks, technology, software, curriculums) and continuing our commitment to Kansas Department of Health & Environment testing to Know/Stay/Participate for the health, safety and support of our students & staff.

We also utilized the following survey: Prioritizing Support and Resources for Students and Staff

https://docs.google.com/forms/d/1vafAU5J4UwDxye5vADKjKVAvZx_3tH-HDgPvvRkvFSI/edit?usp=sharing

The survey rated the importance of each resource to help address learning loss of students within the classroom.

Faculty meetings and district in-services are being "geared" to addressing these staff/teacher identified needs. Negotiations with our local teacher negotiations group have included providing professional development in FastBridge training and literacy. We have been sending a teacher representative to the Greenbush Literacy Cadre to help provide insights on literacy training and implementation. From the teacher surveys and through ESSER funds the need for additional support particularly in math was identified and is slated to be provided by the hiring of a math interventionist.

Tribes

In a review of our student information system, we identified several families who reported as members of a tribe. An email was sent to those families. We received 3 responses indicating to spend ESSER funds on COVID "learning loss".

One family was contacted in person by the superintendent and asked about ESSER funds use-they indicated "anything to support students, teachers, staff to address learning loss and social/emotional mental health".

Civil Rights Organization including Disability Rights Organizations

The district administration has reached out to each of these families through email and we have gathered specific feedback that has informed how we will use ESSER III funds:

1 Foster Child-no response

20 American Indian children-3 responses/talked to one of the families personally

7 Black-no responses

3 Asian-1 response

3 ESOL students-we will reach out to them through our ESOL services in the future.

We have no migrant and no incarcerated students

ESSERIII foster-minority students.xlsx-Google Drive file

All 4 families who responded were supportive of measures to improve and expand academic and social-emotional growth.

We received responses from 2 parents and they offered the following suggestions:

Utilize the ESSER funds to address COVID "learning loss".

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.

ACLU has provided an universal response, "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/>)"

Our local supporters-the Patterson Family Foundation and the Greater Manhattan Community Foundation have provided us additional funding to help support our underserved students who are dealing with "COVID learning loss". KSDE through the USDA has helped provide free meals to all students including those in underserved areas.

Further, according to our SPED Director, our SPED staff are engaged in COVID learning loss and social/emotional health discussions during student IEP meetings. To retain SPED staff including paraprofessionals, therapists, social workers, teachers, etc. we need to provide premium pay through the use of ESSER dollars.

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 administration has reached out to each of these families through email and we have gathered specific feedback that has informed how we will use ESSER III funds:

1 Foster Child-no response

20 American Indian children-3 responses/talked to one of the families personally

7 Black-no responses

3 Asian-1 response

3 ESOL students-we will reach out to them through our ESOL services in the future.

We have no migrant and no incarcerated students

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All 4 families who responded were supportive of measures to improve and expand academic and social-emotional growth.

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.

ACLU has provided an universal response, "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/>)"

The district also implemented an online district survey to increase community input and we have communicated with our school homeless liaison, as well as our school mental health liaison to ensure these students needs are being met.

Our local supporters-the Patterson Family Foundation and the Greater Manhattan Community Foundation have provided us additional funding to help support our underserved students who are dealing with "COVID learning loss". KSDE through the USDA has helped provide free meals to all students including those in underserved areas. These students are being identified by our school mental health team as well as individual teachers/staff.

Further, according to our SPED Director, our SPED staff are engaged in COVID learning loss and social/emotional health discussions during student IEP meetings. To retain SPED staff including paraprofessionals, therapists, social workers, teachers, etc. we need to provide premium pay through the use of ESSER dollars.

Provide the public the opportunity to provide input and take such input into account

A community survey was conducted. There were 49 responses to the survey. The breakdown included 10 parents, 33 district staff, 4 community members, and 2 student responses. The breakdown of the community survey revealed 31 responses, or 63.3% responses supported retention/incentive/premium pay for district staff. The next highest response was additional personnel to support academic interventions (30 responses or 61.2%). The third highest response (29 or 59.2%) centered around maintaining our current Mental Health Team commitment through the KSDE Mental Health Intervention Grant (MHIT) with CrossWinds Community Based Mental Health Provider, hiring of a School Resource Officer (SRO-through a COPS grant), hiring a PK-8 counselor and continued funding of a 9-12 counselor. The next three levels supported HVAC air handler upgrades, additional instructional resources (textbooks, technology, software, curriculums) and continuing our commitment to Kansas Department of Health & Environment testing to Know/Stay/Participate for the health, safety and support of our students & 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.

We are working closely with our county health department, KSDE and our local education service center (Greenbush) 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. We realize that many bad things may take place if our students aren't in face to face school and unable to participate in activities/sports. To help students Stay in School and Stay to Participate and Play we're active participants of the Kansas Department of Health & Environment (KDHE) testing grant- Test to Know, Test to Stay & Learn and Test to Stay, Play & Participate program. Through the grant we have hired a COVID Coordinator who administers the testing program. For the 20-21 school year we have administered 2,315 tests to both staff and students (our enrollment is 414 PK-12 students and 85 staff). There have been 111 student positives (26.12%) and 27 staff positives (36%). The remaining tested students and staff have all been negative. We are working with Energy Solutions Professionals (ESP) on an energy performance contract that includes upgrades to HVAC air handler ionization plasma air scrubbers that clean 99% of all air contaminants. We continue using portable air scrubbing units in all classrooms and are following an active disinfectant schedule, that includes "fogging" all buses after routes and classrooms daily. Hand-washing techniques are continuing.

Our Kansas Communities That Care Survey of 6,8,10 & 12th grade students, as well as the community survey. The KCTC survey continues to show the need to address depression, suicide and bullying-particularly electronic bullying. We had 12.9% of our tested students report they had tried to kill themselves. The state average was 10.1%. As we drilled into the data, the "seemingly" cause was due to depression resulting from bullying-particularly electronic bullying. Using this data we've committed to providing a Mental Health Team that includes our KSDE MHIT grant member CrossWinds Community Based Mental Health Provider, a school mental health liaison, a social worker, a school psychologist, hiring of a School Resource Officer (SRO-through a COPS grant), hiring a PK-8 counselor and continued funding of a 9-12 counselor. Additionally, we're deeply invested in Stephen Covey's The Leader in Me mental health program where students are taught life lessons. We also have begun KSDE Multi Tiered Systems of Support (MTSS) training to address student academic and mental health needs. The district (for the first time) now has a K-12 universal Evidence Based Practice assessment-FastBridge that includes specific SEL questions through the SABRES portion of the testing. All funds expended in ESSER III will be reviewed by KSDE to ensure that all expenditures align with best practice, with up-to-date safety requirements, and to ensure it is maximized for a positive impact on student learning and safety.

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)

Through the use of evidence based interventions as prescribed through our Kansas State Department of Education (KSDE) Multi Tiered Systems of Support (MTSS) training. This would include the use of the FastBridge assessment tool to determine reading and math deficiencies. Our district focus, which spans all grade levels and all curriculums is the evidence based practice of literacy interventions. FastBridge also has a SAEBRS social/emotional/mental health assessment and we will continue to assess 6, 8, 10 & 12th grade students through the Kansas Communities That Care survey that identifies social/emotional mental health issues.

<https://drive.google.com/file/d/16bXD8PyQJzmei5xzTu7qYytOotMqk7OE/view?usp=sharing>

<https://drive.google.com/file/d/16bXD8PyQJzmei5xzTu7qYytOotMqk7OE/view?usp=sharing>

Career Cruising/Xello and The Leader in Me (all evidence based interventions) will be utilized to help students align their interest, intelligence and aptitude in preparing for their educational journeys grades 7-12 as well as post secondary plans.

Services/Programming for At-Risk Populations

Academic Interventions

We provide two class periods for students during each school day taught by a licensed math and science teacher to provide academic interventions to students identified as at-risk. Though this has been extremely helpful in serving these students struggling for a variety of reasons, it does require one hour of teaching from two separate teachers.

Advisor Base periods every Tuesday and Thursday are reserved strictly for student grade check and interventions. AB Teachers check their students' grades to see what classes and assignments they need to complete. If students lack understanding, they can go to other teachers during that time for remediation.

We have a SIT (Student Improvement Team) that meets regularly to identify students struggling academically that are not already receiving Special Education services.

Social-Emotional Interventions

When students are identified as at-risk socially/emotionally, we immediately refer them to the school counselor and/or the school mental health liaison. After evaluation at this level, if students/families need ongoing support we recommend they register for Crosswinds Metal Health Services, which we also offer in-house if needed.

We have a variety of clubs and organizations that are in place to help support minority populations including Fellowship of Christian Athletes, SAFE, Yellow Ribbon Suicide Prevention/Awareness, GSA, Culture Club, etc.). These organizations all have adult sponsors who can serve as an important contact/mediator to let school staff know when students need support as well.

We have a SIT (Student Improvement Team) that meets regularly to identify students struggling socially/emotionally that are not already receiving Special Education services.

Further, according to our SPED Director, our SPED staff are engaged in COVID learning loss discussions during student IEP meetings. To retain SPED staff including paraprofessionals, therapists, social workers, teachers, etc. we need to provide premium pay through the use of ESSER dollars.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The KCTC survey continues to show the need to address depression, suicide and bullying-particularly electronic bullying. We had 12.9% of our tested students report they had tried to kill themselves. The state average was 10.1%. As we drilled into the data, the "seemingly" cause was due to depression resulting from bullying-particularly electronic bullying. Using this data we've committed to providing a Mental Health Team that includes our KSDE MHIT grant member CrossWinds Community Based Mental Health Provider, a school mental health liaison, a social worker, a school psychologist, hiring of a School Resource Officer (SRO-through a COPS grant), hiring a PK-8 counselor and continued funding of a 9-12 counselor. Additionally, we're deeply invested in Stephen Covey's The Leader in Me mental health program where students are taught life lessons. We also have begun KSDE Multi Tiered Systems of Support (MTSS) training to address student academic and mental health needs. We realize that many bad things may take place if our students aren't in face to face school and unable to participate in activities/sports. To help students Stay in School and Stay to Participate and Play we're part of the Kansas Department of Health & Environment (KDHE) testing grant.

Controlling what we can control we will continue working with Energy Solutions Professionals (ESP) on an energy performance contract that includes upgrades to HVAC air handler ionization plasma air scrubbers that clean 99% of all air contaminates. We continue using portable air scrubbing units (purchased with SPARKS/CARES funds) in all classrooms and are following an active disinfectant schedule, that includes "fogging" all buses after routes and classrooms daily. Hand-washing techniques are continuing. All funds expended in ESSER III will be reviewed by KSDE to ensure that all expenditures align with best practice, with up-to-date safety requirements, and to ensure it is maximized for a positive impact on student learning and safety.

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.

Through the use of evidence based interventions as prescribed through our Kansas State Department of Education (KSDE) Multi Tiered Systems of Support (MTSS) training. This would include the use of the FastBridge assessment tool to determine reading and math deficiencies. Our district focus, which spans all grade levels and all curriculums is literacy interventions.

FastBridge also has a SAEBRS social/emotional/mental health assessment and we will continue to assess 6, 8, 10 & 12th grade students through the Kansas Communities That Care survey that identifies social/emotional mental health issues. The KCTC survey continues to show the need to address depression, suicide and bullying-particularly electronic bullying. We had 12.9% of our tested students report they had tried to kill themselves. The state average was 10.1%. As we drilled into the data, the "seemingly" cause was due to depression resulting from bullying-particularly electronic bullying. Using this data we've committed to providing a Mental Health Team that includes our KSDE MHIT grant member CrossWinds Community Based Mental Health Provider, a school mental health liaison, a social worker, a school psychologist, hiring of a School Resource Officer (SRO-through a COPS grant), hiring a PK-8 counselor and continued funding of a 9-12 counselor.

<https://drive.google.com/file/d/16bXD8PyQJzmei5xzTu7qYytOotMqk7OE/view?usp=sharing>

Additionally, we're deeply invested in Stephen Covey's The Leader in Me mental health program where students are taught life lessons.

https://docs.google.com/spreadsheets/d/1dbI8Zkq_XzyuRYTzGigJatbZV1I3ZoiUmW539VMgNnE/edit#gid=514101580

https://docs.google.com/forms/d/1TN4YTofbQA7iqSbZBTewfNn5i_-gp6D3BgBtB9OVxwk/edit#responses

We also have begun KSDE Multi Tiered Systems of Support (MTSS) training to address student academic and mental health needs. We realize that many bad things may take place if our students aren't in face to face school and unable to participate in activities/sports. To help students Stay in School and Stay to Participate and Play we are part of the Kansas Department of Health & Environment (KDHE) testing grant.

https://docs.google.com/document/d/1qLkihr5QqdU2nn0YYRIEqwzD4_QahZpa2_sVhaEz_vg/edit

All 7-12 students have or will utilize KSDE Evidence Based Practices Individual Plans of Study (IPS) coordinated through Career Cruising/Xello and utilize TLIM template to build a plan to address COVID related learning loss as well as social/emotional needs that should be addressed.

https://docs.google.com/document/d/1YPV_KEhyHXjEjL6x6IP1kY5oxqETsxdg/edit

To offset the loss in math skills, we will hire a math interventionist to be provided at the elementary level. We presently have a federal funded Title I reading specialist. The math interventionist will work in much the same way helping to help serve underprivileged students.

Controlling what we can control we will continue working with Energy Solutions Professionals (ESP) on an energy performance contract that includes upgrades to HVAC air handler ionization plasma air scrubbers that clean 99% of all air contaminates. We continue using portable air scrubbing units in all classrooms and are following an active disinfectant schedule, that includes "fogging" all buses after routes and classrooms daily. Hand-washing techniques are continuing. All funds expended in ESSER III will be reviewed by KSDE to ensure that all expenditures align with best practice, with up-to-date safety requirements, and to ensure it is maximized for a positive impact on student learning and safety.

For all students and particularly those students from low-income families we will continue to offer the KSDE free breakfast & lunch program. We know that when students' functional needs such as hunger and social/emotional mental health aren't met we aren't able to address their academic needs.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$421,770	\$0	\$421,770
Approved Total	\$0	\$0	\$0
Amount Left	\$421,770	\$0	\$421,770
In Review Total	\$421,770	\$0	\$421,770
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$84,354
Approved Total	\$0
Amount Still Needed	\$84,354
In Review Total	\$84,354
Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
329-3-0001	Direct	False	1000	110	6	\$55,501	Task Force Review
329-3-0002	Direct	False	1000	120	5	\$16,950	Task Force Review
329-3-0003	Direct	False	1000	220	5	\$6,060	Task Force Review
329-3-0004	Direct	False	1000	260	5	\$159	Task Force Review
329-3-0005	Direct	False	1000	290	5	\$213	Task Force Review
329-3-0006	Direct	False	2100	110	6	\$3,000	Task Force Review
329-3-0007	Direct	False	2100	220	6	\$231	Task Force Review
329-3-0008	Direct	False	2100	260	6	\$3	Task Force Review
329-3-0009	Direct	False	2100	290	6	\$450	Task Force Review
329-3-0010	Direct	False	2150	110	5	\$1,500	Task Force Review
329-3-0011	Direct	False	2150	220	5	\$114	Task Force Review
329-3-0012	Direct	False	2150	260	5	\$3	Task Force Review
329-3-0013	Direct	False	2222	120	5	\$6,000	Task Force Review
329-3-0014	Direct	False	2222	220	5	\$459	Task Force Review
329-3-0015	Direct	False	2222	260	5	\$6	Task Force Review
329-3-0016	Direct	False	2300	110	6	\$1,500	Task Force Review
329-3-0017	Direct	False	2300	120	5	\$3,000	Task Force Review
329-3-0018	Direct	False	2300	220	5	\$345	Task Force Review
329-3-0019	Direct	False	2300	260	5	\$6	Task Force Review
329-3-0020	Direct	False	2300	290	5	\$450	Task Force Review
329-3-0021	Direct	False	2400	110	6	\$4,500	Task Force Review
329-3-0022	Direct	False	2400	120	5	\$7,500	Task Force Review
329-3-0023	Direct	False	2400	220	5	\$918	Task Force Review
329-3-0024	Direct	False	2400	260	5	\$12	Task Force Review
329-3-0025	Direct	False	2400	290	5	\$450	Task Force Review
329-3-0026	Direct	False	2600	120	5	\$1,500	Task Force Review
329-3-0027	Direct	False	2600	220	5	\$114	Task Force Review
329-3-0028	Direct	False	2600	260	5	\$3	Task Force Review
329-3-0029	Direct	False	2720	120	5	\$12,000	Task Force Review
329-3-0030	Direct	False	2720	220	5	\$918	Task Force Review

329-3-0031	Direct	False	2720	260	5	\$12	Task Force Review
329-3-0032	Direct	False	2720	290	5	\$213	Task Force Review
329-3-0033	Direct	False	3100	120	5	\$9,000	Task Force Review
329-3-0034	Direct	False	3100	220	5	\$690	Task Force Review
329-3-0035	Direct	False	3100	260	5	\$9	Task Force Review
329-3-0036	Direct	True	2200	110	12	\$49,697	Task Force Review
329-3-0037	Direct	True	2200	220	12	\$3,500	Task Force Review
329-3-0038	Direct	False	1000	115	5	\$5,000	Task Force Review
329-3-0039	Direct	False	1000	220	5	\$383	Task Force Review
329-3-0040	Direct	False	1000	260	5	\$5	Task Force Review
329-3-0041	Direct	False	1000	110	6	\$114,410	Task Force Review
329-3-0042	Direct	False	1000	220	5	\$8,937	Task Force Review
329-3-0043	Direct	False	1000	260	5	\$117	Task Force Review
329-3-0044	Direct	False	1000	120	5	\$2,410	Task Force Review
329-3-0045	Direct	False	2100	110	10	\$4,730	Task Force Review
329-3-0046	Direct	False	2100	220	10	\$362	Task Force Review
329-3-0047	Direct	False	2100	260	10	\$5	Task Force Review
329-3-0048	Direct	False	2222	120	6	\$8,343	Task Force Review
329-3-0049	Direct	False	2222	120	5	\$4,447	Task Force Review
329-3-0050	Direct	False	2222	220	5	\$978	Task Force Review
329-3-0051	Direct	False	2222	260	5	\$13	Task Force Review
329-3-0052	Direct	False	2300	110	6	\$4,395	Task Force Review
329-3-0053	Direct	False	2300	120	5	\$4,337	Task Force Review
329-3-0054	Direct	False	2300	220	5	\$668	Task Force Review
329-3-0055	Direct	False	2300	260	5	\$8	Task Force Review
329-3-0056	Direct	False	2400	110	6	\$11,269	Task Force Review
329-3-0057	Direct	False	2400	120	5	\$6,219	Task Force Review
329-3-0058	Direct	False	2400	220	5	\$1,338	Task Force Review
329-3-0059	Direct	False	2400	260	5	\$18	Task Force Review
329-3-0060	Direct	False	2600	120	5	\$5,540	Task Force Review
329-3-0061	Direct	False	2600	220	5	\$424	Task Force Review
329-3-0062	Direct	False	2600	260	5	\$5	Task Force Review
329-3-0063	Direct	False	2720	120	5	\$8,788	Task Force Review
329-3-0064	Direct	False	2720	220	5	\$673	Task Force Review
329-3-0065	Direct	False	2720	260	5	\$8	Task Force Review
329-3-0066	Direct	False	2710	120	5	\$447	Task Force Review
329-3-0067	Direct	False	2710	220	5	\$35	Task Force Review
329-3-0068	Direct	False	2710	260	5	\$1	Task Force Review
329-3-0069	Direct	False	2730	120	5	\$2,219	Task Force Review
329-3-0070	Direct	False	2730	220	5	\$169	Task Force Review
329-3-0071	Direct	False	2730	260	5	\$2	Task Force Review
329-3-0072	Direct	False	3100	120	5	\$6,426	Task Force Review

329-3-0073	Direct	False	3100	220	5	\$492	Task Force Review
329-3-0074	Direct	False	3100	260	5	\$6	Task Force Review
329-3-0075	Direct	True	2120	110	10	\$28,943	Task Force Review
329-3-0076	Direct	True	2120	220	10	\$2,214	Task Force Review

Line Item Details

Line Item ID: 329-3-0001

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 Cert Salaries

Account Number

07 E 1000 110 0000 320

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$20,750

Budgeted Expenditures in SFY 2023 \$20,750

Budgeted Expenditures in SFY 2024 \$14,001

Total Expenditures \$55,501

Status

Task Force Review

Line Item ID: 329-3-0002

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 Non Cert Sal

Account Number

07 E 1000 120 0000 320

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$5,650

Budgeted Expenditures in SFY 2023 \$5,650

Budgeted Expenditures in SFY 2024 \$5,650

Total Expenditures \$16,950

Status

Task Force Review

Line Item ID: 329-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA/MEDICARE

Account Number

07 E 1000 220 0000 320

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$2,020

Budgeted Expenditures in SFY 2023

\$2,020

Budgeted Expenditures in SFY 2024

\$2,020

Total Expenditures

\$6,060

Status

Task Force Review

Line Item ID: 329-3-0004

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

Unemployment Compensation

Account Number

07 E 1000 260 0000 320

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$53

Budgeted Expenditures in SFY 2023

\$53

Budgeted Expenditures in SFY 2024

\$53

Total Expenditures

\$159

Status

Task Force Review

Line Item ID: 329-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Other Employee Benefits

Account Number

07 E 1000 291 0000 320

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$71

Budgeted Expenditures in SFY 2023

\$71

Budgeted Expenditures in SFY 2024

\$71

Total Expenditures\$213**Status**

Task Force Review

Line Item ID: 329-3-0006

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 Cert Salaries

Account Number

07 E 2120 110 0000 320

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$1,000

Budgeted Expenditures in SFY 2023

\$1,000

Budgeted Expenditures in SFY 2024

\$1,000

Total Expenditures\$3,000**Status**

Task Force Review

Line Item ID: 329-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA/MEDICARE

Account Number

07 E 2120 220 0000 320

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$77

Budgeted Expenditures in SFY 2023

\$77

Budgeted Expenditures in SFY 2024

\$77

Total Expenditures

\$231

Status

Task Force Review

Line Item ID: 329-3-0008

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

Unemployment Compensation

Account Number

07 E 2120 260 0000 320

Function Code

2100 - Support Services (Students)

Object Code

260 - Unemployment Compensation

Allowable Use

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$1

Budgeted Expenditures in SFY 2023

\$1

Budgeted Expenditures in SFY 2024

\$1

Total Expenditures

\$3

Status

Task Force Review

Line Item ID: 329-3-0009

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

Other Employee Benefits

Account Number

07 E 2120 291 0000 320

Function Code

2100 - Support Services (Students)

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$150

Budgeted Expenditures in SFY 2023

\$150

Budgeted Expenditures in SFY 2024

\$150

Total Expenditures

\$450

Status

Task Force Review

Line Item ID: 329-3-0010

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 II Cert Salaries

Account Number

07 E 2150 110 0000 320

Function Code

2150 - Speech Pathology and Audiology Services

Object Code

110 - Regular Certified Salaries

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$500

Budgeted Expenditures in SFY 2023

\$500

Budgeted Expenditures in SFY 2024

\$500

Total Expenditures

\$1,500

Status

Task Force Review

Line Item ID: 329-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA/MEDICARE

Account Number

07 E 2150 220 0000 320

Function Code2150 - Speech Pathology and
Audiology Services**Object Code**

220 - Social Security Contributions

Allowable Use5 - Procedures and systems to improve
LEA preparedness and response efforts.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$38

Budgeted Expenditures in SFY 2023

\$38

Budgeted Expenditures in SFY 2024

\$38

Total Expenditures\$114**Status**

Task Force Review

Line Item ID: 329-3-0012

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

Unemployment Compensation

Account Number

07 E 2150 260 0000 320

Function Code2150 - Speech Pathology and
Audiology Services**Object Code**

260 - Unemployment Compensation

Allowable Use5 - Procedures and systems to improve
LEA preparedness and response efforts.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$1

Budgeted Expenditures in SFY 2023

\$1

Budgeted Expenditures in SFY 2024

\$1

Total Expenditures\$3**Status**

Task Force Review

Line Item ID: 329-3-0013

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 Non-Cert Salaries

Account Number

07 E 2222 120 0000 320

Function Code

2222 - School Library Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$2,000**Budgeted Expenditures in SFY 2023** \$2,000**Budgeted Expenditures in SFY 2024** \$2,000**Total Expenditures** \$6,000**Status**

Task Force Review

Line Item ID: 329-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA/MEDICARE

Account Number

07 E 2222 220 0003 320

Function Code

2222 - School Library Services

Object Code

220 - Social Security Contributions

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$153**Budgeted Expenditures in SFY 2023** \$153**Budgeted Expenditures in SFY 2024** \$153**Total Expenditures** \$459**Status**

Task Force Review

Line Item ID: 329-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Compensation

Account Number

07 E 2222 260 0000 320

Function Code

2222 - School Library Services

Object Code

260 - Unemployment Compensation

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$2

Budgeted Expenditures in SFY 2023

\$2

Budgeted Expenditures in SFY 2024

\$2

Total Expenditures

\$6

Status

Task Force Review

Line Item ID: 329-3-0016

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 Cert Salaries

Account Number

07 E 2300 110 0000 320

Function Code

2300 - Support Services (General Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$500

Budgeted Expenditures in SFY 2023

\$500

Budgeted Expenditures in SFY 2024

\$500

Total Expenditures

\$1,500

Status

Task Force Review

Line Item ID: 329-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Non-Cert Salaries

Account Number

07 E 2300 120 0000 320

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,000
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	<u>\$3,000</u>

Status

Task Force Review

Line Item ID: 329-3-0018

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

FICA/MEDICARE

Account Number

07 E 2300 220 0000 320

Function Code

2300 - Support Services (General Administration)

Object Code

220 - Social Security Contributions

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$115
Budgeted Expenditures in SFY 2023	\$115
Budgeted Expenditures in SFY 2024	\$115
Total Expenditures	<u>\$345</u>

Status

Task Force Review

Line Item ID: 329-3-0019

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

Unemployment Compensation

Account Number

07 E 2300 260 0000 320

Function Code

2300 - Support Services (General Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$2

Budgeted Expenditures in SFY 2023

\$2

Budgeted Expenditures in SFY 2024

\$2

Total Expenditures

\$6

Status

Task Force Review

Line Item ID: 329-3-0020

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

Other Employee Benefits

Account Number

07 E 2300 291 0000 320

Function Code

2300 - Support Services (General Administration)

Object Code

290 - Other Employee Benefits

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$150

Budgeted Expenditures in SFY 2023

\$150

Budgeted Expenditures in SFY 2024

\$150

Total Expenditures

\$450

Status

Task Force Review

Line Item ID: 329-3-0021

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 Cert Salaries

Account Number

07 E 2400 110 0000 320

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,500
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$1,500
Total Expenditures	<u>\$4,500</u>

Status

Task Force Review

Line Item ID: 329-3-0022

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 Non-Cert Salaries

Account Number

07 E 2400 120 0000 320

Function Code

2400 - Support Services (School Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

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	<u>\$7,500</u>

Status

Task Force Review

Line Item ID: 329-3-0023

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

FICA/MEDICARE

Account Number

07 E 2400 220 0000 320

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$306

Budgeted Expenditures in SFY 2023

\$306

Budgeted Expenditures in SFY 2024

\$306

Total Expenditures

\$918

Status

Task Force Review

Line Item ID: 329-3-0024

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Compensation

Account Number

07 E 2400 260 0000 320

Function Code

2400 - Support Services (School Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$4

Budgeted Expenditures in SFY 2023

\$4

Budgeted Expenditures in SFY 2024

\$4

Total Expenditures

\$12

Status

Task Force Review

Line Item ID: 329-3-0025

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Other Employee Benefits

Account Number

07 E 2400 291 0000 320

Function Code

2400 - Support Services (School Administration)

Object Code

290 - Other Employee Benefits

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$150

Budgeted Expenditures in SFY 2023

\$150

Budgeted Expenditures in SFY 2024

\$150

Total Expenditures

\$450

Status

Task Force Review

Line Item ID: 329-3-0026

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 Non Cert Salaries

Account Number

07 E 2600 120 0000 320

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$500

Budgeted Expenditures in SFY 2023

\$500

Budgeted Expenditures in SFY 2024

\$500

Total Expenditures

\$1,500

Status

Task Force Review

Line Item ID: 329-3-0027

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

FICA/MEDICARE

Account Number

07 E 2600 220 0000 320

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$38
Budgeted Expenditures in SFY 2023	\$38
Budgeted Expenditures in SFY 2024	\$38
Total Expenditures	<u>\$114</u>

Status

Task Force Review

Line Item ID: 329-3-0028

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Compensation

Account Number

07 E 2600 260 0000 320

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

260 - Unemployment Compensation

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1
Budgeted Expenditures in SFY 2023	\$1
Budgeted Expenditures in SFY 2024	\$1
Total Expenditures	<u>\$3</u>

Status

Task Force Review

Line Item ID: 329-3-0029

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 Non-Cert Salaries

Account Number

07 E 2720 120 0000 320

Function Code

2720 - Monitoring Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$4,000

Budgeted Expenditures in SFY 2023

\$4,000

Budgeted Expenditures in SFY 2024

\$4,000

Total Expenditures

\$12,000

Status

Task Force Review

Line Item ID: 329-3-0030

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA/MEDICARE

Account Number

07 E 2720 220 0000 320

Function Code

2720 - Monitoring Services

Object Code

220 - Social Security Contributions

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$306

Budgeted Expenditures in SFY 2023

\$306

Budgeted Expenditures in SFY 2024

\$306

Total Expenditures

\$918

Status

Task Force Review

Line Item ID: 329-3-0031

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Compensation

Account Number

07 E 2720 260 0000 320

Function Code

2720 - Monitoring Services

Object Code

260 - Unemployment Compensation

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$4

Budgeted Expenditures in SFY 2023

\$4

Budgeted Expenditures in SFY 2024

\$4

Total Expenditures

\$12

Status

Task Force Review

Line Item ID: 329-3-0032

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

Other Employee Benefits

Account Number

07 E 2720 291 0000 320

Function Code

2720 - Monitoring Services

Object Code

290 - Other Employee Benefits

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$71

Budgeted Expenditures in SFY 2023

\$71

Budgeted Expenditures in SFY 2024

\$71

Total Expenditures

\$213

Status

Task Force Review

Line Item ID: 329-3-0033

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 Non Cert Sa

Account Number

07 E 3100 120 0000 320

Function Code

3100 - Food Service Operations

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

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**

Task Force Review

Line Item ID: 329-3-0034

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA/MEDICARE

Account Number

07 E 3100 220 0000 320

Function Code

3100 - Food Service Operations

Object Code

220 - Social Security Contributions

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$230**Budgeted Expenditures in SFY 2023** \$230**Budgeted Expenditures in SFY 2024** \$230**Total Expenditures** \$690**Status**

Task Force Review

Line Item ID: 329-3-0035

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

Unemployment Compensation

Account Number

07 E 3100 260 0000 320

Function Code

3100 - Food Service Operations

Object Code

260 - Unemployment Compensation

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$3

Budgeted Expenditures in SFY 2023

\$3

Budgeted Expenditures in SFY 2024

\$3

Total Expenditures

\$9

Status

Task Force Review

Line Item ID: 329-3-0036

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

Regular Certified Salaries

Account Number

07 E 2200 110 0000 320

Function Code

2200 - Support Services (Instructional Staff)

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$49,697

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$49,697

Status

Task Force Review

Line Item ID: 329-3-0037

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

Social Security Contributions

Account Number

07 E 2200 220 0000 320

Function Code

2200 - Support Services (Instructional Staff)

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$3,500

Status

Task Force Review

Line Item ID: 329-3-0038

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

Substitute Teacher Pay

Account Number

07 E 1000 115 0000 320

Function Code

1000 - Instruction

Object Code

115 - Temporary Certified Substitutes' Salaries for Certified Staff

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$5,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$5,000

Status

Task Force Review

Line Item ID: 329-3-0039

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

FICA/MEDICARE

Account Number

07 E 1000 220 0000 320

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$383

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$383**Status**

Task Force Review

Line Item ID: 329-3-0040

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Compensation

Account Number

07 E 1000 260 0000 320

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$5

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$5**Status**

Task Force Review

Line Item ID: 329-3-0041

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

Certified Salaries

Account Number

07 E 1000 110 0000 320

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$70,406

Budgeted Expenditures in SFY 2024

\$44,004

Total Expenditures

\$114,410

Status

Task Force Review

Line Item ID: 329-3-0042

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA/MEDICARE

Account Number

07 E 1000 220 0000 320

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$5,500

Budgeted Expenditures in SFY 2024

\$3,437

Total Expenditures

\$8,937

Status

Task Force Review

Line Item ID: 329-3-0043

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Compensation

Account Number

07 E 1000 260 0000 320

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$72

Budgeted Expenditures in SFY 2024

\$45

Total Expenditures\$117**Status**

Task Force Review

Line Item ID: 329-3-0044

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Non-Certified Salaries

Account Number

07 E 1000 120 0000 220

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,483

Budgeted Expenditures in SFY 2024

\$927

Total Expenditures\$2,410**Status**

Task Force Review

Line Item ID: 329-3-0045

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

Student Support Services

Account Number

07 E 2100 110 0000 320

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,911**Budgeted Expenditures in SFY 2024** \$1,819**Total Expenditures** \$4,730**Status**

Task Force Review

Line Item ID: 329-3-0046

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA/MEDICARE

Account Number

07 E 2100 220 0000 320

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$223**Budgeted Expenditures in SFY 2024** \$139**Total Expenditures** \$362**Status**

Task Force Review

Line Item ID: 329-3-0047

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Compensation

Account Number

07 E 2100 260 0000 320

Function Code

2100 - Support Services (Students)

Object Code

260 - Unemployment Compensation

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3

Budgeted Expenditures in SFY 2024

\$2

Total Expenditures

\$5

Status

Task Force Review

Line Item ID: 329-3-0048

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

Media Tech Salaries

Account Number

07 E 2222 110 0000 320

Function Code

2222 - School Library 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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$5,134

Budgeted Expenditures in SFY 2024

\$3,209

Total Expenditures

\$8,343

Status

Task Force Review

Line Item ID: 329-3-0049

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA/MEDICARE

Account Number

07 E 2222 120 0000 320

Function Code

2222 - School Library Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,737**Budgeted Expenditures in SFY 2024** \$1,710**Total Expenditures** \$4,447**Status**

Task Force Review

Line Item ID: 329-3-0050

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

FICA/MEDICARE

Account Number

07 E 2222 220 0000 320

Function Code

2222 - School Library Services

Object Code

220 - Social Security Contributions

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$602**Budgeted Expenditures in SFY 2024** \$376**Total Expenditures** \$978**Status**

Task Force Review

Line Item ID: 329-3-0051

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

Unemployment Compensation

Account Number

07 E 2222 260 0000 320

Function Code

2222 - School Library Services

Object Code

260 - Unemployment Compensation

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8

Budgeted Expenditures in SFY 2024

\$5

Total Expenditures\$13**Status**

Task Force Review

Line Item ID: 329-3-0052

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

Superintendent Salary

Account Number

07 E 2300 110 0000 320

Function Code

2300 - Support Services (General Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,705

Budgeted Expenditures in SFY 2024

\$1,690

Total Expenditures\$4,395**Status**

Task Force Review

Line Item ID: 329-3-0053

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

Clerk/Sec-Treas. Salary

Account Number

07 E 2300 120 0000 320

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,669**Budgeted Expenditures in SFY 2024** \$1,668**Total Expenditures** \$4,337**Status**

Task Force Review

Line Item ID: 329-3-0054

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

FICA/MEDICARE

Account Number

07 E 2300 220 0000 320

Function Code

2300 - Support Services (General Administration)

Object Code

220 - Social Security Contributions

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$411**Budgeted Expenditures in SFY 2024** \$257**Total Expenditures** \$668**Status**

Task Force Review

Line Item ID: 329-3-0055

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

Unemployment Compensation

Account Number

07 E 2300 260 0000 320

Function Code

2300 - Support Services (General Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$5

Budgeted Expenditures in SFY 2024

\$3

Total Expenditures

\$8

Status

Task Force Review

Line Item ID: 329-3-0056

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

Principal's Salary

Account Number

07 E 2400 110 0000 320

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$6,935

Budgeted Expenditures in SFY 2024

\$4,334

Total Expenditures

\$11,269

Status

Task Force Review

Line Item ID: 329-3-0057

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

Secretary Salary

Account Number

07 E 2400 120 0000 320

Function Code

2400 - Support Services (School Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,827**Budgeted Expenditures in SFY 2024** \$2,392**Total Expenditures** \$6,219**Status**

Task Force Review

Line Item ID: 329-3-0058

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

FICA/MEDICARE

Account Number

07 E 2400 220 0000 320

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$823**Budgeted Expenditures in SFY 2024** \$515**Total Expenditures** \$1,338**Status**

Task Force Review

Line Item ID: 329-3-0059

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

Unemployment Compensation

Account Number

07 E 2400 260 0000 320

Function Code

2400 - Support Services (School Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$11

Budgeted Expenditures in SFY 2024

\$7

Total Expenditures

\$18

Status

Task Force Review

Line Item ID: 329-3-0060

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

Non-Certified Salaries

Account Number

07 E 2600 120 0000 320

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,409

Budgeted Expenditures in SFY 2024

\$2,131

Total Expenditures

\$5,540

Status

Task Force Review

Line Item ID: 329-3-0061

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

FICA/MEDICARE

Account Number

07 E 2600 220 0000 320

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$261

Budgeted Expenditures in SFY 2024

\$163

Total Expenditures

\$424

Status

Task Force Review

Line Item ID: 329-3-0062

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

Unemployment Compensation

Account Number

07 E 2600 260 0000 320

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

260 - Unemployment Compensation

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3

Budgeted Expenditures in SFY 2024

\$2

Total Expenditures

\$5

Status

Task Force Review

Line Item ID: 329-3-0063

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

Non-Certified Salaries

Account Number

07 E 2720 120 0000 320

Function Code

2720 - Monitoring Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,408**Budgeted Expenditures in SFY 2024** \$3,380**Total Expenditures** \$8,788**Status**

Task Force Review

Line Item ID: 329-3-0064

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

FICA/MEDICARE

Account Number

07 E 2720 220 0000 320

Function Code

2720 - Monitoring Services

Object Code

220 - Social Security Contributions

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$414**Budgeted Expenditures in SFY 2024** \$259**Total Expenditures** \$673**Status**

Task Force Review

Line Item ID: 329-3-0065

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

Unemployment Compensation

Account Number

07 E 2720 260 0000 320

Function Code

2720 - Monitoring Services

Object Code

260 - Unemployment Compensation

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$5

Budgeted Expenditures in SFY 2024

\$3

Total Expenditures

\$8

Status

Task Force Review

Line Item ID: 329-3-0066

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

Non-Certified Salaries

Account Number

07 E 2710 120 0000 320

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$275

Budgeted Expenditures in SFY 2024

\$172

Total Expenditures

\$447

Status

Task Force Review

Line Item ID: 329-3-0067

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA/MEDICARE

Account Number

07 E 2710 220 0000 320

Function Code

2710 - Vehicle Operation

Object Code

220 - Social Security Contributions

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$21

Budgeted Expenditures in SFY 2024

\$14

Total Expenditures\$35**Status**

Task Force Review

Line Item ID: 329-3-0068

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Compensation

Account Number

07 E 2710 260 0000 320

Function Code

2710 - Vehicle Operation

Object Code

260 - Unemployment Compensation

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$1

Total Expenditures\$1**Status**

Task Force Review

Line Item ID: 329-3-0069

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

Classified Salaries

Account Number

07 E 2730 120 0000 320

Function Code2730 - Vehicle Servicing and
Maintenance**Object Code**

120 - Regular Non-Certified Salaries

Allowable Use5 - Procedures and systems to improve
LEA preparedness and response efforts.**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,366**Budgeted Expenditures in SFY 2024** \$853**Total Expenditures** \$2,219**Status**

Task Force Review

Line Item ID: 329-3-0070

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA/MEDICARE

Account Number

07 E 2730 220 0000 320

Function Code2730 - Vehicle Servicing and
Maintenance**Object Code**

220 - Social Security Contributions

Allowable Use5 - Procedures and systems to improve
LEA preparedness and response efforts.**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$104**Budgeted Expenditures in SFY 2024** \$65**Total Expenditures** \$169**Status**

Task Force Review

Line Item ID: 329-3-0071

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Compensation

Account Number

07 E 2730 260 0000 320

Function Code2730 - Vehicle Servicing and
Maintenance**Object Code**

260 - Unemployment Compensation

Allowable Use5 - Procedures and systems to improve
LEA preparedness and response efforts.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1

Budgeted Expenditures in SFY 2024

\$1

Total Expenditures

\$2

Status

Task Force Review

Line Item ID: 329-3-0072

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

Classified Salaries

Account Number

07 E 3100 120 0000 320

Function Code

3100 - Food Service Operations

Object Code

120 - Regular Non-Certified Salaries

Allowable Use5 - Procedures and systems to improve
LEA preparedness and response efforts.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,954

Budgeted Expenditures in SFY 2024

\$2,472

Total Expenditures

\$6,426

Status

Task Force Review

Line Item ID: 329-3-0073

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA/MEDICARE

Account Number

07 E 3100 220 0000 320

Function Code

3100 - Food Service Operations

Object Code

220 - Social Security Contributions

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$303**Budgeted Expenditures in SFY 2024** \$189**Total Expenditures** \$492**Status**

Task Force Review

Line Item ID: 329-3-0074

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment Compensation

Account Number

07 E 3100 260 0000 320

Function Code

3100 - Food Service Operations

Object Code

260 - Unemployment Compensation

Allowable Use

5 - Procedures and systems to improve LEA preparedness and response efforts.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4**Budgeted Expenditures in SFY 2024** \$2**Total Expenditures** \$6**Status**

Task Force Review

Line Item ID: 329-3-0075

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

Elementary Counselor

Account Number

07 E 2120 110 0000 320

Function Code

2120 - Guidance Services

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$28,943

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$28,943

Status

Task Force Review

Line Item Comment from KSDE

Please provide COVID and learning loss need.

Line Item ID: 329-3-0076

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

FICA/MEDICARE

Account Number

07 E 2120 220 0000 320

Function Code

2120 - Guidance Services

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,214

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$2,214

Status

Task Force Review

ESSER III APPLICATION FOR D0333

Status

Task Force Review

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Concordia	217 W 7th, Concordia, KS 669012803	217 W 7th, Concordia, KS 669012803
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Quentin Breese	qbreese@usd333.com	(785) 243-3518

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Ronda Gumm	District Business Manager	ronda.gumm@usd333.com	(785) 243-3518
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Quentin Breese		qbreese@usd333.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.usd333.com/264533_2

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

All ESSER I and ESSER II resources were used immediately over the past 19 months to mitigate the spread of the virus through the Covid-19 Pandemic including the extensive purchase of masks for our students and staff, expensive temperature scanners and logging technology, student and staff technology of chromebooks, monitors, document camera and technology needs to work through both synchronous learning and asynchronous learning as well as cleaning materials for our Buses, Food Service, and Academic services.

The focal point of our ESSER III resources have been presented in this application to continue the great work of our staff to maintain in-person instruction as we have consistently throughout the 20-21 school year and so far the 21-22 school year. This has been done with direct and diligent leadership by our teachers and administrators with an outstanding implementation of our Test to Stay programs and mitigation strategies.

Our resources outlined in our ESSER III application are intentional to have the most direct impact on our students and is fully focused on the hiring and support of additional staff members to facilitate support and help fill in the tremendous gaps realized from the school shut down by Kansas Governor Laura Kelly in March of 2020-May of 2020. There were additional gaps created throughout our district by some parents choosing to keep their students home August of 2020-May of 2021 even though our schools were fully open with in-person learning with the wearing of masks. We feel that the only way to build back our foundation and to support the gaps created by the Covid-19 Pandemic is to provide the staffing support needed to give personalized attention to our most impacted student population. Our itemized documentation outlines our proposal of utilizing ESSER III funds for direct salaries for additional staffing including full and part time substitute teachers to mitigate the significant staffing shortage we are experiencing with sick staff members and a significant sub shortage. We are also proposing the hiring of additional Math, Science, and ELA teachers at the secondary building to help bridge the gaps we are seeing in our standardized testing and our local testing programs through Fastbridge. Our data is very revealing and we have significant gaps and we feel these additional staff members salaries through 2024 will help us break our classrooms down into some smaller ability groupings to give our students more direct instruction through our outlined MTSS model. These smaller class sizes will also help us mitigate the spread of Covid-19 by increasing space between students in our small classrooms. We believe this strategy will help alleviate and address many of the challenges we have had with learning loss. In addition to these specific content level teachers at the secondary level we have also proposed the hiring of additional elementary teachers to bring class sizes down. The additional staffing salaries strategy will spread students out in our small classrooms to help keep germ interaction at bay, while also helping address learning loss with additional certified teachers breaking down our classrooms into ability grouping content areas within our MTSS programs.

USD 333 also realizes how difficult it is in a rural community to keep some of our most At-Risk students engaged in meaningful learning so we hope to utilize the ESSER III funding in this proposal to hire additional elective teachers specifically in our Metal Shop area and Wood Shop area to provide meaningful electives to attract these students to our school and keep them involved in their K-12 institution rather than drop out. At 55% free and reduced, we realize that many of our most vulnerable students are our low income residents that don't see the value in school and encouraging them to come back must be our number one priority.

In addition to our proposal of additional staffing salaries through September of 2024, Our proposal also includes the purchase of our consumable curricular resources. We have itemized additional curricular resources outlined in this proposal including online math, reading, and social studies subscriptions to help our students who are sick or quarantined to maintain asynchronous learning and not fall behind their peers while we are continuing our in-person instruction.

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 for our students, we conducted a survey and hosted focus groups with student leadership groups including site council members and representatives from our CMS and CJSHS student councils to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest from our students:

- Students expressed continued interest in TEST to PLAY and TEST to STAY Strategies.
- High School Students and Middle School Students expressed expanding our Nurses Offices as they are too close and everyone is on top of each other.
- Many students expressed concern about the school facilities including size of the classrooms and cleanliness of the restrooms and doors on the male restroom stalls.

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

Families

In developing our overall ESSER plan for our families, we have worked closely with our families in developing our ESSER III 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:

- More than 41.2% of our families expressed a focus on Summer Learning
- An additional 46.4% of our families expressed interest in after school tutoring programs.
- Additional Instructional materials were requested from more than 48% of our families in our engagement surveys.
- More than 45% of our families expressed interest in additional instructional personnel and personnel support.

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.

- More than 103 families expressed a focus on Summer Learning
- An additional 116 Families expressed interest in after school tutoring programs.
- Additional Instructional Materials were requested from more than 122 families in our engagement surveys.

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:

- The ESSER process has put a tremendous amount of strain on all of our systems. Weekly meetings with our Health Department to discuss Strategy and collaboration.
- Weekly meetings with the USD 333 Administrative Team.
- Weekly meetings with the Board President and Vice President
- Monthly Meetings with the full Board of Education
- 8 Community dialogue meetings have taken place throughout the 2 Year Pandemic June of 2020 through November of 2021. Agenda's available
- 9 Town Hall meetings took place from June of 2020 through November of 2021. Agenda's and Powerpoints are available.

Teachers were specifically engaged in weekly PCL teaming meetings in our K-4 attendance center. These are grade level teamings that take place consistently each week to monitor student progress. I would be happy to list these staff by names with with over 100 staff members, I would prefer to send you a spreadsheet. With the 5-6 attendance center, PCL meetings were conducted during the students specials times to engage all core teachers in the conversation. These were not grade level teamings, but rather content teamings. Since our encore or specials teachers were engaged with the students at that time of the regular content team meetings, we were able to bring our Art, Music, Band, and PE educators in during our monthly PLC time with our specials teachers across the district.

Tribes

In a review of our student information system, we identified 2 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:

- Summer Learning Aligned with that of the larger other groups.
- After school Tutoring also aligned with other larger groups.
- More staffing aligned with the administration conversations.

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

Civil Rights Organization including Disability Rights Organizations

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

- NAACP- No response by email.
- Our Survey went out on Facebook to all of our patrons at this link.
<https://forms.gle/CZViEwGoDnmTubLZ6>
- Glenn Grayson U. S. Department of Education from the office of civil rights through email

Office for Civil Rights

- The ADA representatives we engaged included our special education cooperative representatives Rebekah Helget Director, Sarah Niehus, Assistant Director, Rachel Kueker, Occupational Therapy, Brandi Duske, Educational Psychologist and Judy Edwards and Lori Stallman regarding speech services in addition to specific families of staff members David Goodwin who is in a full time wheelchair due to amputation of his leg. We also engaged in Student Chris Pineda, 5th Grader with Cerebral Palsy in addition to his father Ramon Pineda and mother Ana Pineda in a focus group how best to assist in best meeting the needs of Chris.

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 first reviewed our student information system to locate the students who identify with the subgroups listed above. We were able to seek input from teachers, paraprofessionals, ESOL teachers and staff, in addition to our administrators. We contacted local DCF professionals and coordinated with our Homeless liaison in addition to our Foster Care TFI organization. We also collaboratively worked to input from service center personnel regarding our Migrant populations. We worked with a number of outside agencies to gather additional feedback including KVC Kansas for foster youth, Raising Special Kids, and the Youth on Their Own Organization for homeless youth.

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have conducted surveys and have also engaged in focus group conversations. Through those surveys and conversations, it was clear that the following supports were most needed.

<https://forms.gle/CZViEwGoDnmTubLZ6>

- Additional personnel support for academic intervention
- Additional instructional materials and resources (software, textbooks, curriculum, etc.)
- Additional personnel support for academic intervention
- Summer learning programs

You will see that these suggestions are reflective in the plan we developed.

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 engagement of meaningful Consultation with our Stakeholders is reflected in the documentation through surveys, focus groups, individual meetings, town halls, board meeting minutes, site council agendas, Lions Club agendas, Rotary Club agendas and beyond.

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups also including: staff, students, parents, administration and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

- The ESSER process has put a tremendous amount of strain on all of our systems. Weekly meetings with our Health Department to discuss Strategy and collaboration.
- Weekly meetings with the USD 333 Administrative Team.
- Weekly meetings with the Board President and Vice President
- Monthly Meetings with the full Board of Education
- Monthly conversations with K-6 and 7-12 site councils respectively.
- 8 Community dialogue meetings have taken place throughout the 2 Year Pandemic June of 2020 through November of 2021. Agenda's available.
- 9 Town Hall meetings took place from June of 2020 through November of 2021. Agenda's and Powerpoints are available.
- Our Survey went out on Facebook to all of our patrons at this link.
<https://forms.gle/CZViEwGoDnmTubLZ6>

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Covid-19 has had an unfortunate impact on all levels of our 1126 students across USD 333 Concordia. Both immediate with direct impacts on learning and the indirect learning impacts we are seeing now in the spring of 2022. Social emotional challenges across our district with our students in addition to our families have created gaps in our programs. More divorces, higher rates of domestic issues are being seen by our law enforcement, and student behavior has been an excruciating challenge for our staff, who are themselves worn down by the same fears, anxiety, and cultural unrest. The disproportionate impacts certainly reveal challenges in our special education area in addition to our students in poverty. Our ELL students have seen impacts, although our ELL population in Concordia is limited. Our foster students were significantly impacted as well due to the unfortunate reality that we have a DCF and TFI service provider in our community. Our data by the numbers reveals as of the time of this narrative that our students of poverty are at 578 to be broken down with 158 in our Pre-K 4 building, 96 in our 5-6 building and another 224 in our 7-12 building. We have incurred significant costs as all districts have, but specific costs to our staff for extra time and energy to rewrite IEP requirements to meet the needs of our students through numerous quarantines in addition to traveling into homes to provide services. The impacts were disproportionate with our students with exceptionalities because the socialization aspect of our educational settings play such a pivotal role on student development. 151 students in USD 333 are served with special education services. Our data by the numbers reveals that 65 students with exceptionalities are served in our PreK-4 building, while 20 students with exceptionalities are served in our middle school that serve grades 5-6. USD 333 serves 66 students with exceptionalities at Concordia Jr/Sr High School in grades 7-12. Additional nursing support was required to assist students of all populations in addition to math support, science support, and the enormous substitute teacher shortage. These specific challenges are expensive and continue to be expensive as we work to address the enormous learning loss illustrated by our lead measures in our quantitative testing protocol. Data revealed in our family engagement surveys and our Kansas Communities that Care surveys illustrate the social emotional qualitative disconnect our community is enduring. Additional staff have been hired to help spread students out throughout our buildings in smaller class sizes. Additional technology was purchased to send home with students to provide asynchronous learning with sick and quarantined students. USD 333 continually works to align our curriculum with teacher involvement in curriculum inventory and consistency between teachers within buildings. Additional summer school support, summer professional development and systemwide horizontal alignment and vertical alignment strategies are positioned with state standards. Grade level teaming and content level teaming collaboration times determine gaps and/or redundancies and facilitate instructional approaches and adjustments to instruction. USD 333 utilizes a variety of measurement tools including Preschool and Kindergarten ASQ screeners, Aimsweb, State Assessments, and the ACT suite. Aimsweb is used as a universal screener and progress monitoring tool throughout our K-8 grade levels. State Assessments and local assessments provide further results for the triangulation of data. These measures support the validity of our analysis to help drive conversations regarding continual improvement. Unfortunately, NWEA MAP was discontinued due to 2015 school finance cuts. A number of other variables have impacted our monitoring and assessment programs in grades 7-12 including interruption of local assessment during covid; however, we are continuing to look for a solid progress monitoring tool, with the possibility of incorporating NWEA MAP back into our testing rotation in addition to our Fastbridge screening now that we are back in session in person. Despite the large testing footprint required for state regulations, our focus is to provide meaningful data to help drive instruction and student improvement.

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)

Through the utilization of both the data we collected from our stakeholder engagement surveys and focus groups and a thorough review of our student performance data, we have identified the following evidence based practices to implement that utilize a minimum of 20% of our ESSER III funds:

The following text highlights each of these strategies including an explanation of each strategy and a link to the research/evidence that supports this strategy: There are significant discrepancies in each individuals respective 3 year projected salary as two of these outstanding educators were interviewed and selected to serve in this role but have less experience on our salary schedule than our Science applicant.

1. Employment of Math and Science Instructional Coaches with 3 year commitment
2. Employment of an At-Risk Interventionist with a focus on career development through Career and Technical Education 3 Year Commitment
3. Employment of an additional Elementary Educator as an instructional coach with a 3 year Commitment to provide more

individualized guided instructional practices to our elementary students.

Please note the links below for our sources of research based evidence and peer review.

Program/Strategy - Math Instructional Coaching with a 3 year Salary and Benefit Commitment.

Description - Evidence suggests the use of instructional coaches can positively and significantly impact teacher professional development through mentoring, instructional planning, and instructional efficacy. This initiative supports improved student learning in addition to supporting teacher professional learning specifically targeted to addressing learning loss

Link to the Evidence - https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel_123.asp

<https://eric.ed.gov/?id=EJ1151178>

https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence-Based_Practices_Programs.pdf

Budget Requested - \$190,000

Program/Strategy - Science Instructional Coaching 3 year Salary and Benefit Commitment

Description - Evidence suggests the use of instructional coaches can positively and significantly impact teacher professional development through mentoring, instructional planning, and instructional efficacy. This initiative supports improved student learning in addition to supporting teacher professional learning specifically targeted to addressing learning loss

Link to Evidence - <https://eric.ed.gov/?id=EJ1206311>

<https://eric.ed.gov/?id=EJ1151178>

https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence-Based_Practices_Programs.pdf

Budget Requested - \$155,000

Program/Strategy - Elementary Instructional Coaching 3 year Salary and Benefit Commitment

Description - Evidence suggests the use of instructional coaches can positively and significantly impact teacher professional development through mentoring, instructional planning, and instructional efficacy. This initiative supports improved student learning in addition to supporting teacher professional learning specifically targeted to addressing learning loss

Link to Evidence - https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel_123.asp

<https://eric.ed.gov/?id=EJ1151178>

https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence-Based_Practices_Programs.pdf

Budget Requested - \$153,000

In addition to these specific terms tied to research based strategies to the required 20% of the allocation. USD 333 is committed to promoting, supporting and implementing effective instructional strategies, activities, and innovations throughout the Pandemic and beyond. Fiscal resources have been proposed to provide professional learning opportunities to help bridge the gap in learning loss through coaching and teacher support. Coaching methods include "Adaptive Schools" by Dr. Kelly Gillespie, and Randy Sprick and Safe and Civil School Strategies with Anita Archer and Explicit Instruction. The budget proposals of \$190,000 for math personnel + \$155,000 for Science personnel + \$153,000 for elementary totals

\$498,000 of allocation from the 1.5 million distributed to USD 333 of ESSER III funding. The proposed allocations far exceed the 20% requirement as $\$498,000/\$1,556,299 = .319$ or 32%.

I really need KSDE to support this process as we are fighting hard for our students. Tiered interventions with our staff are working and we need to support these coaching investments. Ladies and Gentlement of KSDE, you are asking for so much detail in this application that we are spending hours and days trying to defend our work. The bottom line on instructional coaches is to improve instruction for all learners. You are asking for which tier we are impacting. We know that we cannot possibly intervention our way out of poor core instruction. Therefore these interventions are certainly set up to assist in learning loss of our most deficient students with an emphasis on core instruction and engagment, but all students suffered during the pandemic not just our Tier 3 students. Our focus on Tier 1 core instruction also benefits our Tier 2 nad Tier 3 students as well.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

USD 333 is committed to spend the remaining ARP ESSER Funds consistent with Section 2001(e)(2) of the ARP act. While the district has committed the required 20% allocation to address learning loss through additional staffing and content specific intervention and support as listed above, the learning loss to our students is significant to a majority of our population at the 55% At-Risk student demographic.

USD 333 works diligently with these ESSER III resources to provide a standard aligned curriculum for students in all grades. The resources allocated on our expenditure plans for curriculum and online curriculum address a number of challenges incurred throughout the pandemic and now beyond as we recover and address learning loss. These district-wide curricular resources proposed with ESSER III funding, provide online components to serve students and intervention consumable resources that are tailored to our most impacted populations of at-risk students, while also providing enrichment to our remaining student populations. Our district experienced learning loss during the spring of 2020 but has been committed to In-Person instruction over the past 2 years. There is still loss of instruction as some students and staff have been limited in attendance due to sickness and quarantine, but in general our programs have offered consistent instruction throughout the 20-21 and 21-22 school years. The curricular resources proposed are a critical component of our position to address learning loss and directed at our most vulnerable populations.

Extensive work and extra overtime for our custodial staff has paid dividends in keeping our students in school over the past 2 years and we are committed to that part of our mitigation strategy as we progress into the 22-23 school year and our 23-24 school year in addition to extra costs in custodial supplies addressed in our ESSER III expenditure plan.

We have committed to summer school expenses for the 21-22, 22-23, and 23-24 through the ESSER III program. Our summer school program for 20-21 had some significant success this past year and we are excited to expand on some additional services specific to our secondary building and the proposals you see in this plan are specific to learning loss for our respective populations in our K-4 building, our 5-6 building, and our 7-12 building for school years 21-22, 22-23, and 23-24.

The social emotional impact of the Pandemic has really hit our community hard, not only within our student populations, but also with the families and households our students reside in. The establishment of a social worker this year within our district has been and continues to be tremendous asset so we are committing ESSER funding to this program for the 21-22, 22-23, and 23-24 school years to address learning loss in addition to family engagement with our most significant vulnerable populations of at-risk students.

Additionally, USD 333 has committed ESSER III funding to fill a full time substitute teacher position for the 21-22, 22-23, and 23-24 school year. We consistently struggle finding substitutes as many of our retirees stepped back from subbing during the Pandemic due to fears of contracting the virus and simply haven't returned and do not intend to return. A full time sub in our district is one of our best assets to have committed staff members in the building familiar with our culture and is a quick solution to an ever-increasing problem with our staff shortages.

USD 333 committed to additional staffing in our secondary building with project based strategies. We have some students that were in desperate need of engagement to get them to return to school following the closure of schools and not drop out. We hired an outstanding technical education teacher that has built relationships with students through work study, small engine repair, welding, and community engagement that has saved more than 6 seniors this year and we have 7 juniors that are also still in school and on track for graduation credits due to this diligent leadership of Mr. Hyman. Mr Hyman played a significant role in engaging these students with contact at home and building relationships to encourage them to work through their HS credits in the classroom so they could return to his classrooms to work on their respective projects. We have committed ESSER proposal dollars in this application for his salary this year for the 21-22 school year, in addition to the 22-23, and 23-24 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.

USD 333 is committed to promoting, supporting and implementing effective instructional strategies, activities, and

innovations throughout the Pandemic and beyond. Fiscal resources have been proposed to provide professional learning opportunities to help bridge the gap in learning loss. Professional Development is provided to meet state requirements, district and building needs, as well as individual goals for both certified and classified staff members. Classified staff are encouraged to attend any certified staff training and are compensated. This ensures educational continuity throughout our district. Professional development time is protected through the school year; however, individuals are also encouraged to pursue development opportunities outside of consortium and district goals. A system has been developed to allow these individuals to share their expertise with colleagues which directly impacts student learning. Educational Consortia, including Greenbush and Smoky Hill, house our Professional Development plans and provide needed support and training. USD 333 celebrates providing training and support for staff members to help them gain the knowledge and skills needed to impact student learning during the Pandemic with ESSER I and II funds and now beyond the Pandemic with ESSER III. All employees new to teaching and administration participate in the state approved and required mentor program through the district, Greenbush and Kansas Educational Leaders Institute (KELI). First year teachers, as well as those new to the district, are matched with a mentor. All new teachers have a separate day of orientation at the beginning of the year. Time, resources, and support are given to both mentor and mentee to observe each other as well as other classrooms. Some of the specific issues related to covid are covered regarding asynchronous learning and dealing with difficult parents and dealing with significant behaviors from students. Technology coaching has been incorporated over the past three years, while instructional coaching is provided through LCNCK. In addition, 3Di professional development has been implemented this year for all coaches and activity sponsors. Training and support is given to all staff, including teachers, paraeducators, and other classified staff. Covid has created a void in all professions but especially that of the educational field. The rural nature of Concordia exacerbates the already daunting task of teacher and staff recruitment. USD 333 is committed to hiring qualified employees who will support and strengthen our organization's mission and goals. Competitive wages are offered for both classified and certified staff, and opportunities for supplemental duties are available. Administrators use various venues to attract qualified applicants. They also advocate for ideal student:staff ratios to provide the most advantageous learning environments for our students.

Technology integration continues to be at the forefront of USD 333. Infrastructure updates, purchasing rotations, and the progressive adoption of new applications have been essential to our district specific to the pandemic. In 2020, a new position was created for a Technology Integration Coach who has been an indispensable asset for our teachers as they navigate technology for their classrooms and while teaching remote students. We have a K-6 certified teacher who specializes in technology integration and platforms with our students. By having an established technology platform in place, USD 333 was able to successfully implement 1:1 Chromebooks for all students when the COVID pandemic closed schools in March 2020 and utilizing ESSER funding has allowed us the opportunity to maintain devices and purchase new devices that were previously in carts for our 1 to 1 initiative..

USD 333 works diligently with these ESSER III resources to provide a standard aligned curriculum for students in all grades. Programs are selected based on multiple factors including a focus on standards, identified local needs, and staff feedback. Need-specific programs are offered to support student learning and equip our teachers with the skills necessary to implement their usage. Resources utilized in the learning environment include, but are not limited to, PowerSchool, Seesaw, Google Classroom, and various applications. Accessibility is provided to all learners through a single sign-on program (SSO) for a majority of these resources.

Much of the challenges related to the pandemic also impact the maintenance of long-range plans for educational needs, finances, technology, facilities, and transportation. Stakeholder feedback and input is received through various avenues including, but not limited to, Community Facility Group, Site Councils, Teacher and Student Leadership groups, and Parent Organizations. Superintendent Breese is an active advocate for our district and works with local and state leaders to determine financial allocations, community projections, and other related influential factors. District resources are effectively managed and allocated based on internal data and changes in external factors. The mission of USD 333 is at the forefront as key resources are identified and provided for our staff and students. USD 333 identifies and prioritizes our needs based on stakeholder input. Our primary focus centers around the goals of the district which includes safety, student growth, and development. Resources are allocated, adjusted based on needs, and protected, while still maintaining fiscal responsibility. We are committed to making our system as effective and efficient as possible. USD 333 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 exceptionalities, students experiencing homelessness, children in foster care, and migratory students, by continuing to monitor progress. This progress will continue to be monitored through online curricular resources, Fastbridge assessment screeners, and interim district assessments for lead measurement, in addition to state assessment data for our lagging indicators. Continued use of the Family Engagement surveys will provide horizontal data from previous years in addition to our KCTC (Kansas Communities that care) surveys for a qualitative measure

of our progress as a district that aligns to our district accreditation.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,556,299	\$0	\$1,556,299	ESSER III Allocations	\$311,260
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,556,299	\$0	\$1,556,299	Amount Still Needed	\$311,260
In Review Total	\$1,505,108	\$0	\$1,505,108	In Review Total	\$623,787
Amount Left	\$51,191	\$0	\$51,191	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
333-3-0001	Direct	True	1000	644	12	\$319,541	Task Force Review
333-3-0002	Direct	True	1000	110	11A	\$70,500	Task Force Review
333-3-0003	Direct	True	1000	120	11A	\$42,000	Task Force Review
333-3-0004	Direct	True	1000	221	11A	\$8,850	Task Force Review
333-3-0005	Direct	True	1000	260	11A	\$150	Task Force Review
333-3-0006	Direct	True	1000	610	11A	\$17,100	Task Force Review
333-3-0007	Direct	True	2700	120	11A	\$4,800	Task Force Review
333-3-0008	Direct	True	2700	221	11A	\$450	Task Force Review
333-3-0009	Direct	True	2700	260	11A	\$150	Task Force Review
333-3-0010	Direct	True	2700	290	11A	\$300	Task Force Review
333-3-0011	Direct	True	2700	519	11A	\$4,800	Task Force Review
333-3-0012	Direct	False	2110	110	10	\$83,636	Task Force Review
333-3-0013	Direct	False	2110	200	10	\$18,300	Task Force Review
333-3-0014	Direct	False	2110	221	10	\$5,500	Task Force Review
333-3-0015	Direct	False	2110	260	10	\$100	Task Force Review
333-3-0016	Direct	False	2100	610	7	\$12,000	Task Force Review
333-3-0017	Direct	False	2620	126	16	\$60,000	Task Force Review
333-3-0018	Direct	False	1000	110	1A	\$273,036	Task Force Review
333-3-0019	Direct	False	1000	200	1A	\$46,951	Task Force Review
333-3-0020	Direct	False	1000	221	1A	\$19,388	Task Force Review
333-3-0021	Direct	False	1000	260	1A	\$271	Task Force Review
333-3-0022	Direct	True	1000	110	12	\$125,017	Task Force Review
333-3-0023	Direct	True	1000	200	12	\$20,571	Task Force Review
333-3-0024	Direct	True	1000	221	12	\$9,433	Task Force Review
333-3-0025	Direct	True	1000	260	12	\$125	Task Force Review
333-3-0026	Direct	False	1000	110	16	\$294,892	Task Force Review
333-3-0027	Direct	False	1000	200	16	\$46,457	Task Force Review
333-3-0028	Direct	False	1000	221	16	\$20,499	Task Force Review
333-3-0029	Direct	False	1000	260	16	\$291	Task Force Review

Line Item Details

Line Item ID: 333-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Curriculum

Account Number

67 E 1000 644 8003 000

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$319,541
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$319,541</u>

Status

Task Force Review

Line Item Comment from KSDE

Clarification: This item lists several expenditures (different curriculum disciplines, testing/monitoring platforms, etc.). Fastbridge is allowable based on your COVID-19 and learning loss rationale. Please itemize the other items to be purchased and provide the COVID/learning loss connection for the requested curriculum materials that are beyond the general need for curriculum materials.

Line Item ID: 333-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Summer Wages

Account Number

67 E 1000 110 8003 000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$23,500
Budgeted Expenditures in SFY 2023	\$23,500
Budgeted Expenditures in SFY 2024	\$23,500
Total Expenditures	<u>\$70,500</u>

Status

Task Force Review

Line Item ID: 333-3-0003

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

Para/Classified Summer Wages

Account Number

67 E 1000 120 8003 000

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$14,000

Budgeted Expenditures in SFY 2023

\$14,000

Budgeted Expenditures in SFY 2024

\$14,000

Total Expenditures

\$42,000

Status

Task Force Review

Line Item ID: 333-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

FICA/Med-Instructional Summer

Account Number

67 E 1000 221 8003 000

Function Code

1000 - Instruction

Object Code

221 - FICA - Employer's Contribution

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$2,950

Budgeted Expenditures in SFY 2023

\$2,950

Budgeted Expenditures in SFY 2024

\$2,950

Total Expenditures

\$8,850

Status

Task Force Review

Line Item ID: 333-3-0005

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 NameUnemployment Tax-Instructional
Summer**Account Number**

67 E 1000 250 8003 000

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$50

Budgeted Expenditures in SFY 2023

\$50

Budgeted Expenditures in SFY 2024

\$50

Total Expenditures

\$150

Status

Task Force Review

Line Item ID: 333-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer School Supplies

Account Number

67 E 1000 610 8003 000

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use11A - Planning and implementing
summer learning or enrichment
programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$5,700

Budgeted Expenditures in SFY 2023

\$5,700

Budgeted Expenditures in SFY 2024

\$5,700

Total Expenditures

\$17,100

Status

Task Force Review

Line Item Comment from KSDE

Allowable/Reasonable: Please provide additional information describing "summer fun" as it relates to learning loss due to COVID-19.

4/5/2022: Allowable - The movie expenditure is deemed ineligible due to the reward versus an educational value to meet learning loss. Please amend this expenditure by removing the costs associated and re-submit.

Line Item ID: 333-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer School Transportation Wages

Account Number

67 E 2720 120 8003 000

Function Code

2700 - Student Transportation Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$1,600**Budgeted Expenditures in SFY 2023** \$1,600**Budgeted Expenditures in SFY 2024** \$1,600**Total Expenditures** \$4,800**Status**

Task Force Review

Line Item ID: 333-3-0008

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

Summer Transportation-FICA/MED

Account Number

67 E 2720 221 8003 000

Function Code

2700 - Student Transportation Services

Object Code

221 - FICA - Employer's Contribution

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$150**Budgeted Expenditures in SFY 2023** \$150**Budgeted Expenditures in SFY 2024** \$150**Total Expenditures** \$450**Status**

Task Force Review

Line Item ID: 333-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer Transportation Unemployment Taxes

Account Number

67 E 2720 250 8003 000

Function Code

2700 - Student Transportation Services

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$50

Budgeted Expenditures in SFY 2023

\$50

Budgeted Expenditures in SFY 2024

\$50

Total Expenditures

\$150

Status

Task Force Review

Line Item ID: 333-3-0010

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

Summer transportation other benefits

Account Number

67 E 2720 290 8003 000

Function Code

2700 - Student Transportation Services

Object Code

290 - Other Employee Benefits

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$100

Budgeted Expenditures in SFY 2023

\$100

Budgeted Expenditures in SFY 2024

\$100

Total Expenditures

\$300

Status

Task Force Review

Line Item ID: 333-3-0011

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

Summer School Mileage

Account Number

67 E 2720 519 8003 000

Function Code

2700 - Student Transportation Services

Object Code

519 - Other Sources of Student Transportation Services (Including mileage paid in Lieu of Transportation)

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$1,600

Budgeted Expenditures in SFY 2023

\$1,600

Budgeted Expenditures in SFY 2024

\$1,600

Total Expenditures

\$4,800

Status

Task Force Review

Line Item Comment from KSDE

Reasonable: The reimbursement rate of \$1.00/mile does not meet the state mileage rate. Please amend the rate per mile. Provide additional information on who will be receiving this reimbursement (parent, staff or other personnel).
 4/5/2022: Requirements state that spending request align to the established means of reimbursement. Is this the way you determine the typical transportation costs at a rate of \$1.00 per mile?

Line Item ID: 333-3-0012

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

Social Worker Salaries

Account Number

67 E 2110 110 8003 000

Function Code

2110 - Attendance and Social Work Services

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$41,200

Budgeted Expenditures in SFY 2024

\$42,436

Total Expenditures

\$83,636

Status

Task Force Review

Line Item ID: 333-3-0013

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 Fringe

Account Number

67 E 2110 200 8003 000

Function Code

2110 - Attendance and Social Work Services

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$9,000

Budgeted Expenditures in SFY 2024

\$9,300

Total Expenditures

\$18,300

Status

Task Force Review

Line Item ID: 333-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Social Worker FICA/MED

Account Number

67 E 2110 221 8003 000

Function Code

2110 - Attendance and Social Work Services

Object Code

221 - FICA - Employer's Contribution

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,700

Budgeted Expenditures in SFY 2024

\$2,800

Total Expenditures

\$5,500

Status

Task Force Review

Line Item ID: 333-3-0015

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

Social Worker Unemployment Taxes

Account Number

67 E 2110 250 8003 000

Function Code

2110 - Attendance and Social Work Services

Object Code

260 - Unemployment Compensation

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$50

Budgeted Expenditures in SFY 2024

\$50

Total Expenditures\$100**Status**

Task Force Review

Line Item ID: 333-3-0016

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

COVID PPE & Supplies

Account Number

67 E 2100 610 8003 000

Function Code

2100 - Support Services (Students)

Object Code

610 - General Supplies and Materials

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$4,000

Budgeted Expenditures in SFY 2023

\$4,000

Budgeted Expenditures in SFY 2024

\$4,000

Total Expenditures\$12,000**Status**

Task Force Review

Line Item ID: 333-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Custodial Overtime Wages

Account Number

67 E 2620 126 8003 000

Function Code

2620 - Maintenance of Buildings

Object Code

126 - Overtime Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$20,000

Budgeted Expenditures in SFY 2023

\$20,000

Budgeted Expenditures in SFY 2024

\$20,000

Total Expenditures

\$60,000

Status

Task Force Review

Line Item ID: 333-3-0018

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

Teacher Salaries

Account Number

67 E 1001 110 8003 000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$89,820

Budgeted Expenditures in SFY 2023

\$90,700

Budgeted Expenditures in SFY 2024

\$92,516

Total Expenditures

\$273,036

Status

Task Force Review

Line Item ID: 333-3-0019

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

Teacher Fringe

Account Number

67 E 1001 200 8003 000

Function Code

1000 - Instruction

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$15,675

Budgeted Expenditures in SFY 2023

\$15,483

Budgeted Expenditures in SFY 2024

\$15,793

Total Expenditures

\$46,951

Status

Task Force Review

Line Item ID: 333-3-0020

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

Teacher FICA/Medicare

Account Number

67 E 1001 221 8003 000

Function Code

1000 - Instruction

Object Code

221 - FICA - Employer's Contribution

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$6,338

Budgeted Expenditures in SFY 2023

\$6,465

Budgeted Expenditures in SFY 2024

\$6,585

Total Expenditures

\$19,388

Status

Task Force Review

Line Item ID: 333-3-0021

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

Teacher Unemployment Tax

Account Number

67 E 1001 250 8003 000

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$87**Budgeted Expenditures in SFY 2023** \$91**Budgeted Expenditures in SFY 2024** \$93**Total Expenditures** \$271**Status**

Task Force Review

Line Item ID: 333-3-0022

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

Teacher Salaries

Account Number

67 E 1001 110 8003 000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$40,850**Budgeted Expenditures in SFY 2023** \$41,667**Budgeted Expenditures in SFY 2024** \$42,500**Total Expenditures** \$125,017**Status**

Task Force Review

Line Item Comment from KSDE

Allowable: Please provide additional information if this is a "new" position added due to COVID-19 or the cost of an existing position.

Line Item ID: 333-3-0023

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

Teacher Fringe

Account Number

67 E 1001 200 8003 000

Function Code

1000 - Instruction

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$6,722

Budgeted Expenditures in SFY 2023

\$6,856

Budgeted Expenditures in SFY 2024

\$6,993

Total Expenditures

\$20,571

Status

Task Force Review

Line Item Comment from KSDE

This expenditure will be approved as it relates to the initial request (related to 333-3-0022).

Line Item ID: 333-3-0024

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Teacher FICA/Medicare

Account Number

67 E 1001 221 8003 000

Function Code

1000 - Instruction

Object Code

221 - FICA - Employer's Contribution

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$3,082

Budgeted Expenditures in SFY 2023

\$3,144

Budgeted Expenditures in SFY 2024

\$3,207

Total Expenditures

\$9,433

Status

Task Force Review

Line Item Comment from KSDE

This expenditure will be approved as it relates to the initial request (related to 333-3-0022).

Line Item ID: 333-3-0025

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

Teacher Unemployment Taxes

Account Number

67 E 1001 250 8003 000

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$40

Budgeted Expenditures in SFY 2023

\$42

Budgeted Expenditures in SFY 2024

\$43

Total Expenditures

\$125

Status

Task Force Review

Line Item Comment from KSDE

This expenditure will be approved as it relates to the initial request (related to 333-3-0022).

Line Item ID: 333-3-0026

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

Teacher Salaries

Account Number

67 E 1001 110 8003 000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$97,704

Budgeted Expenditures in SFY 2023

\$97,618

Budgeted Expenditures in SFY 2024

\$99,570

Total Expenditures

\$294,892

Status

Task Force Review

Line Item ID: 333-3-0027

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

Teacher Fringe

Account Number

67 E 1000 200 8003 000

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$15,181

Budgeted Expenditures in SFY 2023

\$15,483

Budgeted Expenditures in SFY 2024

\$15,793

Total Expenditures

\$46,457

Status

Task Force Review

Line Item ID: 333-3-0028

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

Teacher FICA/Medicare

Account Number

67 E 1000 221 8003 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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$6,800

Budgeted Expenditures in SFY 2023

\$6,781

Budgeted Expenditures in SFY 2024

\$6,918

Total Expenditures

\$20,499

Status

Task Force Review

Line Item ID: 333-3-0029

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

Teacher Unemployment Taxes

Account Number

67 E 1001 250 8003 000

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$93**Budgeted Expenditures in SFY 2023** \$98**Budgeted Expenditures in SFY 2024** \$100**Total Expenditures**

\$291**Status**

Task Force Review

ESSER III APPLICATION FOR D0346

Status

Task Force Review

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Jayhawk	414 South 5th Street, Mound City, KS 660560278	PO Box 278, Mound City, KS 660560278
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Shawn Thomas	sthomas@usd346.org	(913) 795-2247

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Shawn Thomas	Superintendent	sthomas@usd346.org	(913) 795-2247
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Kayla McGrew		kmgrew@usd346.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1495368/USD_346_Operations_Guidelines_2021-22.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?

Much of our requested ESSER III funds will go towards addressing the learning loss incurred during the school closures in the Spring of 2020. Our operations plan is in accordance with the local community and county guidance and as such, we are asking for funds that would aid in our efforts at keeping our schools open and operating in a face-to-face instructional setting. Within those operational guidelines, our district will continue to make every effort at maintaining an environment that is clean, safe, and academically robust. As such, our request includes premium retention pay for our staff in an effort to keep our experienced and trained staff so as to maintain the high safety levels in our schools without the need to train new staff. Additionally, retaining said staff will allow our district the means to ensure that our operations plan is consistently applied in each building as well as maintaining the consistency of our highest instructional levels. All of these efforts culminate in our district being able to consistently offer in-person learning opportunities at the highest level to both overcome the incurred learning loss, and to achieve at the highest level 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 III plan, district administrators conducted a survey and hosted focus groups with student leadership organizations to determine their highest level of need for pandemic related instruction and support. Those meetings were held within three phases. Phase one was informational, and students were educated as to the purpose of ESSER Relief supports and what the allowable uses were. In addition, students were given the structure of the data collection and what their role would be. Phase Two was to give the students their chance to offer whatever ideas and suggestions that they had. Our district administration the provided feedback on the ideas and helped the students to remove any suggestions that did not fit within the allowable uses. Phase three was the refinement of student ideas and combined many of their suggestions into potential groupings. Students were part of that process and had a say in how the suggestions were grouped into the final categories. After all three phases were complete, the following supports received the most interest from our students:

1. Interventions for struggling at-risk students at Jayhawk Elementary. When schools closed in the Spring of 2020, many of our at-risk students struggled with the lack of both academic, and social-emotional skills that are only attained through face-to-face instruction. In the ensuing semesters, USD 346 had made gains in these areas, but we now have first-hand data to support the need for specific face-to-face opportunities for at-risk students. By placing a reading interventionist in the elementary school, the district will have a content specific plan for using the data already at hand to address the reading deficits accrued by our at-risk students during the closure of 2020. The reading interventionist will be able to utilize existing data and the below mentioned technology (software platforms specifically purchased for reading deficits) to offer additional supports to those students who have fallen below grade level in reading comprehension and fluency.
2. Upgrading resource facilities at Jayhawk Linn High School. Student organizations had a particular interest in this option. All 7-12 students are equipped with an Apple iPad and have access to several student resources through that device. However, the building's resource center has not been utilized in several years, and students see the need to have available resources in a centralized location to allow students the opportunity to access resources both in print and electronically. Upgrading the resource facility will also give students a place to collaborate with fellow students on projects while keeping the numbers in classrooms to a manageable and safe level.
3. Upgrades to technology offered for student use. While USD 346 students have access to many options when it comes to instructional technology, they are striving to see more of it used in relevant and meaningful ways. Our student advisory group recognizes the need for continued development in what software is available for their use and a constant effort at skill development that connects to the real world and potential career-based skills for them. As such, our students recommended potential upgrades to our software offerings, as well as money to be spent on the professional development efforts aimed at using technology to enhance career-based skill development. Our ESSER III plan takes these recommendations into consideration and connected well into our overall plan.
4. After-school programming for elementary students. Extended learning opportunities will help address two specific needs. First, extended learning days will help address the learning loss and skill gaps associated with the closures of 2020 as well as diagnosed deficiencies in our at-risk population. Secondly, the extended time will help address the social/emotional needs of our elementary students. The extended day will have both academic tutoring and enrichment opportunities for students .

Families

USD 346 district administrators have worked closely with our families in developing our ESSER III support plan. We have conducted parent/community surveys and have also engaged our building and district leadership teams. Once again, we attempted to use three phases in the overall process. Phase one was to pass along as much information about the ESSER process and how our district would be collecting data. During this phase, we really tried to emphasize the importance of this process and how stakeholder input was necessary for maximum efficacy. Phase Two was the collection of data. We utilized a survey that was sent to all stakeholders and collected suggestions and opinions. We also held community meetings to collect thoughts and ideas. Finally, in phase three, we utilized the collected data and created specific programming that we felt honored the families' desires and needs.

Through those surveys and conversations, it was clear that parents are most interested in utilizing relief funds for the following items:

1. After-school programming for elementary students. Extended learning opportunities will help address two specific needs. First, extended learning days will help address the learning loss and skill gaps associated with the closures of 2020 as well as diagnosed deficiencies in our at-risk population. Secondly, the extended time will help address the social/emotional needs of our elementary students. The extended day will have both academic tutoring and enrichment opportunities for students.
2. Interventions for struggling at-risk students at Jayhawk Elementary. When schools closed in the Spring of 2020, many of our at-risk students struggled with the lack of both academic, and social-emotional skills that are only attained through face-to-face instruction. In the ensuing semesters, USD 346 had made gains in these areas, but we now have first-hand data to support the need for specific face-to-face opportunities for at-risk students. By placing a reading interventionist in the elementary school, the district will have a content specific plan for using the data already at hand to address the reading deficits accrued by our at-risk students during the closure of 2020. The reading interventionist will be able to utilize existing data and the below mentioned technology (software platforms specifically purchased for reading deficits) to offer additional supports to those students who have fallen below grade level in reading comprehension and fluency.
3. Upgrading resource facilities at Jayhawk Linn High School. Student organizations had a particular interest in this option. All 7-12 students are equipped with an Apple iPad and have access to several student resources through that device. However, the building's resource center has not been utilized in several years, and students see the need to have available resources in a centralized location to allow students the opportunity to access resources both in print and electronically. Upgrading the resource facility will also give students a place to collaborate with fellow students on projects while keeping the numbers in classrooms to a manageable and safe level.
4. Premium retention salaries for district staff. Our district understands and has experienced the current shortage of qualified and experienced staff and is committed to retaining our own staff so as to overcome the obstacles presented with an unfilled position. In addition, we feel that premium retention salaries help maintain stability by overcoming the need for training new staff and developing relationships all over again.

School and District Administrators including Special Education Administration

Our district involved all administrators in the three phases of data collection with other stakeholders as mentioned above. With that involvement, all district administrators were subject to the suggestions, ideas, and feedback of the community at large and were able to see how certain suggestions began to fit together. The USD 346 administrative team has met regularly to review the data and identify needs of our student and staff populations both at the building and the district level. These meetings have included a review of survey and focus group responses and the 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. After-school programming for elementary students. Extended learning opportunities will help address two specific needs. First, extended learning days will help address the learning loss and skill gaps associated with the closures of 2020 as well as diagnosed deficiencies in our at-risk population. Secondly, the extended time will help address the social/emotional needs of our elementary students. The extended day will have both academic tutoring and enrichment opportunities for students.
2. Interventions for struggling at-risk students at Jayhawk Elementary. When schools closed in the Spring of 2020, many of our at-risk students struggled with the lack of both academic, and social-emotional skills that are only attained through face-to-face instruction. In the ensuing semesters, USD 346 had made gains in these areas, but we now have first-hand data to support the need for specific face-to-face opportunities for at-risk students. By placing a reading interventionist in the elementary school, the district will have a content specific plan for using the data already at hand to address the reading deficits accrued by our at-risk students during the closure of 2020. The reading interventionist will be able to utilize existing data and the below mentioned technology (software platforms specifically purchased for reading deficits) to offer additional supports to those students who have fallen below grade level in reading comprehension and fluency.
3. Upgrading resource facilities at Jayhawk Linn High School. Student organizations had a particular interest in this option. All 7-12 students are equipped with an Apple iPad and have access to several student resources through that device. However, the building's resource center has not been utilized in several years, and students see the need to have available resources in a centralized location to allow students the opportunity to access resources both in print and electronically. Upgrading the resource facility will also give students a place to collaborate with fellow students on projects while keeping the numbers in classrooms to a manageable and safe level.
4. Additional staffing to address gaps in math and reading. Interventionist positions would be added to offer additional instructional time for students who are diagnosed with deficiencies in either math or reading. Interventionists would work one-on-one or in small groups with students to address specifically diagnosed skills and content that is identified through our AimsWeb and Fastbridge assessments.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The development of the USD 346 ESSER III plan has been a collaborative effort and has included multiple stakeholder groups. These groups include staff, students, parents, administration, community interest groups, and state organizations. The efforts put forth by USD 346 to reach our stakeholders included surveys that were aimed at ALL stakeholders as well as specific groupings within our community. Structured informational meetings at both campuses during parent/teacher conferences. The creation of specific communication platforms for stakeholders to share ideas and suggestions as well as to react to updates in the planning stage. Within our district staff, USD 346 conducted multiple opportunities for all staff members to stay informed and have a voice in the overall process. Administration meetings, Leadership team meetings, faculty meetings, school improvement committee meetings, and classified staff meetings were all conducted multiple times with ESSER III planning and updates on every agenda. All staff members had at least one platform for involvement in the process and most had multiple platforms throughout the last several months. Our plans reflect all those conversations and have tied together many of the suggestions and ideas brought forth during the many weeks and months that we have served and listened to those same stakeholders.

1. After-school programming for elementary students. Extended learning opportunities will help address two specific needs. First, extended learning days will help address the learning loss and skill gaps associated with the closures of 2020 as well as diagnosed deficiencies in our at-risk population. Secondly, the extended time will help address the social/emotional needs of our elementary students. The extended day will have both academic tutoring and enrichment opportunities for students.
2. Interventions for struggling at-risk students at Jayhawk Elementary. When schools closed in the Spring of 2020, many of our at-risk students struggled with the lack of both academic, and social-emotional skills that are only attained through face-to-face instruction. In the ensuing semesters, USD 346 had made gains in these areas, but we now have first-hand data to support the need for specific face-to-face opportunities for at-risk students. By placing a reading interventionist in the elementary school, the district will have a content specific plan for using the data already at hand to address the reading deficits accrued by our at-risk students during the closure of 2020. The reading interventionist will be able to utilize existing data and the below mentioned technology (software platforms specifically purchased for reading deficits) to offer additional supports to those students who have fallen below grade level in reading comprehension and fluency.
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4. Additional staffing to address gaps in math and reading. Interventionist positions would be added to offer additional instructional time for students who are diagnosed with deficiencies in either math or reading. Interventionists would work one-on-one or in small groups with students to address specifically diagnosed skills and content that is identified through our AimsWeb and Fastbridge assessments.
5. Premium retention salaries for district staff. Our district understands and has experienced the current shortage of qualified and experienced staff and is committed to retaining our own staff so as to overcome the obstacles presented with an unfilled position. In addition, we feel that premium retention salaries help maintain stability by overcoming the need for training new staff and developing relationships all over again.
6. Administration concerns such as Substitute teacher and para-educator pay.

Tribes

In a review of our student information system, we were able to identify seven students who reported as members of a tribe. All of those families had already been part of our efforts at data collection for the ESSER funds. They had taken part in the informational phase and had submitted survey data as well. We decided to ask those families to be part of a specific focus group so as to ensure their input and feedback was collected in reference to this application. During focus group meetings with the parents of these students, they indicated the following strategies would be of the greatest benefit to them:

1. Curriculum supports that specifically address the learning loss that our district incurred during the closure of 2020. Many of our students that have ties to the tribal system are also identified as at-risk. Therefore, there is data to support their specific learning losses. Parents expressed interest in providing supports that are aimed at their at-risk students specifically.
2. Facilities at the high school that were specifically aimed at housing resources that enabled students to utilize desktop technology for project research and keyboarding. Parents recognized the lack of a central resource facility within the high school and wanted that project to take a priority. They expressed the interest in seeing that facility house resources that fit into the curriculum supports mentioned in number one.
3. Interventions for struggling at-risk students at Jayhawk Elementary. When schools closed in the Spring of 2020, many of our at-risk students struggled with the lack of both academic, and social-emotional skills that are only attained through face-to-face instruction. In the ensuing semesters, USD 346 had made gains in these areas, but we now have first-hand data to support the need for specific face-to-face opportunities for at-risk students. By placing a reading interventionist in the elementary school, the district will have a content specific plan for using the data already at hand to address the reading deficits accrued by our at-risk students during the closure of 2020. The reading interventionist will be able to utilize existing data and the below mentioned technology (software platforms specifically purchased for reading deficits) to offer additional supports to those students who have fallen below grade level in reading comprehension and fluency.

Civil Rights Organization including Disability Rights Organizations

USD 346 reached out to the Kansas Human Rights Commission with a survey to seek feedback regarding suggestions to best meet the needs of students in our district as it relates to their civil rights. We used the following survey link in an attempt to collect information from that organization.

<https://docs.google.com/forms/d/1kj7jtKEnBw9srqqXujvHKpo4bP5VFi0vZ6Ygy862xFQ/edit>

While we did not hear back from anyone, we still have implemented the following supports which we believe will benefit all populations of our students:

1. Interventions for struggling at-risk students at Jayhawk Elementary. When schools closed in the Spring of 2020, many of our at-risk students struggled with the lack of both academic, and social-emotional skills that are only attained through face-to-face instruction. In the ensuing semesters, USD 346 had made gains in these areas, but we now have first-hand data to support the need for specific face-to-face opportunities for at-risk students. By placing a reading interventionist in the elementary school, the district will have a content specific plan for using the data already at hand to address the reading deficits accrued by our at-risk students during the closure of 2020. The reading interventionist will be able to utilize existing data and the below mentioned technology (software platforms specifically purchased for reading deficits) to offer additional supports to those students who have fallen below grade level in reading comprehension and fluency.
2. Additional staffing to address gaps in math and reading. Interventionist positions would be added to offer additional instructional time for students who are diagnosed with deficiencies in either math or reading. Interventionists would work one-on-one or in small groups with students to address specifically diagnosed skills and content that is identified through our AimsWeb and Fastbridge assessments.
3. Curriculum supports that specifically address the learning loss that our district incurred during the closure of 2020. Many of our students that have ties to the tribal system are also identified as at-risk. Therefore, there is data to support their specific learning losses. Parents expressed interest in providing supports that are aimed at their at-risk students specifically.
4. After-school programming for elementary students. Extended learning opportunities will help address two specific needs. First, extended learning days will help address the learning loss and skill gaps associated with the closures of 2020 as well as diagnosed deficiencies in our at-risk population. Secondly, the extended time will help address the social/emotional needs of our elementary students. The extended day will have both academic tutoring and enrichment opportunities for 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

In an effort to make sure that all subgroups were adequately represented in our data collection and ESSER request, our district held focus group interactions with the following staff members that have a specific insight into the needs of the children that they work with every day:

1. Special Education Teachers
2. Paraprofessionals
3. The district's ESOL instructor
4. The district's Homeless Liaison
5. The district's Social Worker

All of these staff members were part of the phase one orientation and were given the informational background on ESSER relief funds and the district's process of obtaining data and feedback. All of them were also part of larger groups when offering up the initial suggestions and ideas. However, our district created an additional opportunity for these individuals to focus specifically on the district's subgroups. Each staff member was asked to gather information from the students and parents that they work directly with and do two things: 1) to share the district's survey link and the compiled data as of that point in time; 2) Ask for direct feedback, answer questions and provide opportunity for additional input as to the needs of their student. Finally, this group was given the opportunity to share newly acquired suggestions, review the district suggestions and offer feedback and edits to ensure that the district's initiatives met the needs of our subgroups.

After completing the data collection, this group of stakeholders offered support to the following initiatives.

1. After-school programming. Just like with other groups, this set saw the opportunity for two goals through this initiative. The first is the opportunity to extend the learning day and offer additional supports for identified learning loss. The second, is the opportunity to offer STEM and project based curriculum so as to teach skills that will be better utilized at the secondary level.
2. Additional staffing to address gaps in math and reading. Interventionist positions would be added to offer additional instructional time for students who are diagnosed with deficiencies in either math or reading. Interventionists would work one-on-one or in small groups with students to address specifically diagnosed skills and content that is identified through our AimsWeb and Fastbridge assessments.
3. Curriculum supports that specifically address the learning loss that our district incurred during the closure of 2020. Many of our students that have ties to the tribal system are also identified as at-risk. Therefore, there is data to support their specific learning losses. Parents expressed interest in providing supports that are aimed at their at-risk students specifically.

Provide the public the opportunity to provide input and take such input into account

Our district provided multiple opportunities for our public to both understand the ESSER III process and provide suggestions and feedback to our plan. Every effort was made to communicate the importance of the process along with previously identified needs and suggestions as we attempted to both collect data, and narrow down the potential allocation requests. All community members were invited to meetings within all three phases of our data collection. Our district made several efforts to communicate with all community members. Unfortunately, we did not receive any participation or input from community members who were not already part of one of the groups already discussed in this application. We had participation from students, parents, and staff members who are all viable members of our 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.

Covid-19 has had a distinct impact on our district in several ways. The lost instructional time that occurred in the Spring of 2020 was exacerbated by several issues in the 2020/2021 school year as well as the Fall of 2021. While our district was eventually able to return to full time face-to-face learning, our students started the Fall of 2020 in a Hybrid learning model that only allowed students on campus twice a week. That model placed a huge burden on staff, students, and parents to provide and support the academic progress needed for our students to stay on track towards their yearly growth goals. The hybrid schedule was exceptionally difficult for our special education students as it forced the necessary supports into their two days on campus and detracted from the instructional time in regular classroom settings. While interventions were put into place for our identified students, a change in instructors at the end of the year placed another strain on an already difficult situation. While we have not had to return to the hybrid model, the frequent use of quarantines and stay-at-home orders for many of our identified students has kept that high level of strain on the implementation of effective instructional techniques and slowed our efforts at filling the gaps in academic skill created by the pandemic closures in the first place.

Many of the same issues have impacted our at-risk students at all levels. The initial closures sent students home to experience a complete lack of social/emotional support. While that support was reinstated to their daily lives after we returned to full-time face-to-face learning, some students had experienced social and/or emotional trauma that our district was not equipped to deal with at that time.

Specific academic losses are mainly in the math and reading content areas. Our diagnostic reading scores showed that students were again making gains, but had developed a gap in the Spring of 2020 that had yet to be completely rectified.

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 346 is looking to plan and implement an after-school program for our preK-6 campus. The main objective for the program will be to offer additional academic instruction to focus on math and reading gaps that have been created due to lost instructional time during the spring of 2020 and the frequent interruptions in instruction due to quarantines and stay-at-home orders during the pandemic. The district's large number of at-risk students will be able to have their deficiencies identified through normal means, including diagnostic testing, and then have the extra "out of normal school time" to have licensed instructors provide research proven interventions to address the specifically diagnosed skill deficits. The main skills to be focused on will be literacy with the intent to diagnose and provide interventions associated with our district's reading scores. Math interventions will be injected as the program is up and running and has established stability.

In addition to the added remedial academic supports, the after-school program will provide a huge boost to the district's social and emotional learning efforts through enrichment opportunities. Those students who have no academic deficiencies will still be allowed to stay and participate in academic programs designed to provide extensions of their normal academic instruction as well as to provide a safe and risk-free environment until their parent/guardian can get them. The enrichment opportunities will include all participants and focus specifically on STEM and project based learning with an emphasis on the skills necessary for success at those areas so as to set up our students for success at the secondary level in those same academic areas.

The after-school program that our district would implement with ESSER III funds would meet the ESSA Tier One for effectiveness. <https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEECLC2004>

The addition of intervention staff that our district would implement with ESSER III funds would meet the ESSA Tier One by adding additional staff to address MTSS tier two and three instruction during seminar and classroom pullout times. https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The remainder of our ESSER funds will be spent in three categories. The first is the retention of our staff. Our district has spent a great deal of time and energy on recruiting and hiring competent staff members in all capacities within our staffing allowances. The closures of 2020 and the subsequent obstacles in dealing with the pandemic has been much more easily dealt with due to our highly trained, experienced, and loyal staff members. As such, we believe that providing premium retention pay to keep them within our district should be a major focus as it will provide excellent means at facilitating the after-school program and the interventions already in place to deal with learning loss. The second area is funding for some of the needed instructional technology materials to help combat the learning loss incurred during the pandemic and especially the closure of 2020. This includes both hardware and software and is intended to provide instructional resources for teaching staff to use more meaningful diagnostic and intervention resources. The final category is a summation of several categories designed to help the district cover the many unexpected costs that have arisen since we have gone back to full-time face-to-face instruction. These costs include the purchase of protective equipment and cleaning supplies that are specific to the pandemic. The salaries for substitute teachers, para-educators, and custodial staff have also been necessary, and our district is asking for funds to help cover the much higher than anticipated costs associated with those positions.

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.

While it is certainly fair to claim that ALL of our students have been negatively impacted by the covid-19 pandemic, the subgroups mentioned above make up a substantial percentage of our overall student enrollment. Well over half of our students come from low-income settings and qualify for financial assistance programs. Many of those same students are identified for special educational services and our number of children in foster care rises every year.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$977,954	\$0	\$977,954	ESSER III Allocations	\$195,591
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$977,954	\$0	\$977,954	Amount Still Needed	\$195,591
In Review Total	\$976,954	\$0	\$976,954	In Review Total	\$602,654
Amount Left	\$1,000	\$0	\$1,000	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
346-3-0001	Direct	False	1000	653	9	\$6,800	Task Force Review
346-3-0002	Direct	False	1000	110	16	\$72,000	Task Force Review
346-3-0003	Direct	False	2400	110	16	\$4,500	Task Force Review
346-3-0004	Direct	False	2600	120	16	\$12,000	Task Force Review
346-3-0005	Direct	False	3100	120	16	\$9,000	Task Force Review
346-3-0006	Direct	False	1000	122	16	\$34,500	Task Force Review
346-3-0007	Direct	False	2230	110	16	\$1,500	Task Force Review
346-3-0008	Direct	False	2700	120	16	\$13,500	Task Force Review
346-3-0009	Direct	False	2200	110	16	\$1,500	Task Force Review
346-3-0010	Direct	False	2100	120	16	\$6,000	Task Force Review
346-3-0011	Direct	False	2400	120	16	\$7,500	Task Force Review
346-3-0012	Direct	False	2600	120	16	\$12,000	Task Force Review
346-3-0013	Direct	False	2100	110	16	\$7,500	Task Force Review
346-3-0014	Direct	False	1000	120	16	\$9,000	Task Force Review
346-3-0015	Direct	False	2200	120	16	\$1,500	Task Force Review
346-3-0016	Direct	False	2300	120	16	\$3,000	Task Force Review
346-3-0017	Direct	False	2300	110	16	\$1,500	Task Force Review
346-3-0018	Direct	False	1000	115	16	\$21,000	Task Force Review
346-3-0019	Direct	True	1000	653	9	\$138,000	Task Force Review
346-3-0020	Direct	True	1000	610	3	\$25,000	Task Force Review
346-3-0021	Direct	False	1000	700	9	\$50,000	Task Force Review
346-3-0022	Direct	True	1000	700	9	\$41,654	Task Force Review
346-3-0023	Direct	True	1000	110	16	\$160,000	Task Force Review
346-3-0024	Direct	True	2100	110	16	\$100,000	Task Force Review
346-3-0025	Direct	False	1000	110	16	\$90,000	Task Force Review
346-3-0026	Direct	True	1000	110	16	\$60,000	Task Force Review
346-3-0027	Direct	True	1000	122	16	\$50,000	Task Force Review
346-3-0028	Direct	False	2400	120	16	\$10,000	Task Force Review
346-3-0029	Direct	True	1000	680	16	\$12,000	Task Force Review
346-3-0030	Direct	True	2700	120	16	\$16,000	Task Force Review

Line Item Details

Line Item ID: 346-3-0001

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

87

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$6,800

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$6,800

Status

Task Force Review

Line Item ID: 346-3-0002

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

87

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$72,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$72,000

Status

Task Force Review

Line Item Comment from KSDE

4/25/22 Please provide information on 1. how many staff and how much per staff 2. anticipated payment date. Premium Pay can not be used for the 20% set aside.

Line Item ID: 346-3-0003

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

87

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$4,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$4,500

Status

Task Force Review

Line Item Comment from KSDE

4/25/22 Please provide information on 1. how many staff and how much per staff 2. anticipated payment date. Premium Pay can not be used for the 20% set aside.

Line Item ID: 346-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

87

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$12,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$12,000

Status

Task Force Review

Line Item Comment from KSDE

4/25/22 Please provide information on 1. how many staff and how much per staff 2. anticipated payment date.

Line Item ID: 346-3-0005

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

87

Function Code

3100 - Food Service Operations

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$9,000**Status**

Task Force Review

Line Item Comment from KSDE

4/25/22 Please provide information on 1. how many staff and how much per staff 2. anticipated payment date.

Line Item ID: 346-3-0006

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

87

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$34,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$34,500**Status**

Task Force Review

Line Item Comment from KSDE

4/25/22 Please provide information on 1. how many staff and how much per staff 2. anticipated payment date.

Line Item ID: 346-3-0007

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

87

Function Code

2230 -

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$1,500

Status

Task Force Review

Line Item Comment from KSDE

4/25/22 Please provide information on 1. how many staff and how much per staff 2. anticipated payment date. Premium Pay can not be used for the 20% set aside.

Line Item ID: 346-3-0008

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

87

Function Code

2700 - Student Transportation Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$13,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$13,500

Status

Task Force Review

Line Item Comment from KSDE

4/25/22 Please provide information on 1. how many staff and how much per staff 2. anticipated payment date.

Line Item ID: 346-3-0009

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

87

Function Code

2200 - Support Services (Instructional Staff)

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$1,500

Status

Task Force Review

Line Item Comment from KSDE

4/25/22 Please provide information on 1. how many staff and how much per staff 2. anticipated payment date. Premium Pay can not be used for the 20% set aside.

Line Item ID: 346-3-0010

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

87

Function Code

2100 - Support Services (Students)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$6,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$6,000

Status

Task Force Review

Line Item Comment from KSDE

4/25/22 Please provide information on 1. how many staff and how much per staff 2. anticipated payment date. Premium Pay can not be used for the 20% set aside.

Line Item ID: 346-3-0011

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

87

Function Code

2400 - Support Services (School Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$7,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$7,500

Status

Task Force Review

Line Item Comment from KSDE

4/25/22 Please provide information on 1. how many staff and how much per staff 2. anticipated payment date. Premium Pay can not be used for the 20% set aside.

Line Item ID: 346-3-0012

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

87

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$12,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$12,000

Status

Task Force Review

Line Item Comment from KSDE

4/25/22 Please provide information on 1. how many staff and how much per staff 2. anticipated payment date.

Line Item ID: 346-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

87

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$7,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$7,500

Status

Task Force Review

Line Item Comment from KSDE

4/25/22 Please provide information on 1. how many staff and how much per staff 2. anticipated payment date. Premium Pay can not be used for the 20% set aside.

Line Item ID: 346-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

87

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$9,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$9,000

Status

Task Force Review

Line Item Comment from KSDE

4/25/22 Please provide information on 1. how many staff and how much per staff 2. anticipated payment date. Premium Pay can not be used for the 20% set aside.

5/4/22 Please remove from 20% set aside

Line Item ID: 346-3-0015

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

87

Function Code

2200 - Support Services (Instructional Staff)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$1,500

Status

Task Force Review

Line Item Comment from KSDE

4/25/22 Please provide information on 1. how many staff and how much per staff 2. anticipated payment date. Premium Pay can not be used for the 20% set aside.
 5/4/22 Please remove from 20% set aside.

Line Item ID: 346-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

87

Function Code

2300 - Support Services (General Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$3,000

Status

Task Force Review

Line Item Comment from KSDE

4/25/22 Please provide information on 1. how many staff and how much per staff 2. anticipated payment date.

Line Item ID: 346-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

87

Function Code

2300 - Support Services (General Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,500**Status**

Task Force Review

Line Item Comment from KSDE

4/25/22 Please provide information on 1. how many staff and how much per staff 2. anticipated payment date.

Line Item ID: 346-3-0018

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

87

Function Code

1000 - Instruction

Object Code

115 - Temporary Certified Substitutes' Salaries for Certified Staff

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$21,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$21,000**Status**

Task Force Review

Line Item ID: 346-3-0019

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

87

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$69,000

Budgeted Expenditures in SFY 2024

\$69,000

Total Expenditures

\$138,000

Status

Task Force Review

Line Item Comment from KSDE

Please provide more detail.

Line Item ID: 346-3-0020

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

87

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$15,000

Budgeted Expenditures in SFY 2023

\$5,000

Budgeted Expenditures in SFY 2024

\$5,000

Total Expenditures

\$25,000

Status

Task Force Review

Line Item Comment from KSDE

Please provide more detail.

Line Item ID: 346-3-0021

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

87

Function Code

1000 - Instruction

Object Code

700 - PROPERTY

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$50,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$50,000**Status**

Task Force Review

Line Item Comment from KSDE

4/26/22 This can not be used toward the 20% set aside.

Line Item ID: 346-3-0022

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

87

Function Code

1000 - Instruction

Object Code

700 - PROPERTY

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$41,654**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$41,654**Status**

Task Force Review

Line Item Comment from KSDE

This is not allowable for the 20%.

Line Item ID: 346-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

87

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$80,000

Budgeted Expenditures in SFY 2024

\$80,000

Total Expenditures

\$160,000

Status

Task Force Review

Line Item ID: 346-3-0024

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

87

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$50,000

Budgeted Expenditures in SFY 2024

\$50,000

Total Expenditures

\$100,000

Status

Task Force Review

Line Item ID: 346-3-0025

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

87

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$45,000

Budgeted Expenditures in SFY 2024

\$45,000

Total Expenditures

\$90,000

Status

Task Force Review

Line Item Comment from KSDE

This is not allowable for the 20%.

Line Item ID: 346-3-0026

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

87

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$30,000

Budgeted Expenditures in SFY 2024

\$30,000

Total Expenditures

\$60,000

Status

Task Force Review

Line Item ID: 346-3-0027

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

87

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$25,000

Budgeted Expenditures in SFY 2024

\$25,000

Total Expenditures

\$50,000

Status

Task Force Review

Line Item ID: 346-3-0028

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

87

Function Code

2400 - Support Services (School Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$5,000

Budgeted Expenditures in SFY 2024

\$5,000

Total Expenditures

\$10,000

Status

Task Force Review

Line Item Comment from KSDE

4/26/22 This can't be used for the 20% set aside. Please provide more detail on the duties the secretary will have during this time.

Line Item ID: 346-3-0029

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

87

Function Code

1000 - Instruction

Object Code

680 - Miscellaneous Supplies

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$6,000

Budgeted Expenditures in SFY 2024

\$6,000

Total Expenditures

\$12,000

Status

Task Force Review

Line Item Comment from KSDE

4/25/22 Please specify what type of supplies (broad categories are fine).

Line Item ID: 346-3-0030

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

87

Function Code

2700 - Student Transportation Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8,000

Budgeted Expenditures in SFY 2024

\$8,000

Total Expenditures

\$16,000

Status

Task Force Review

ESSER III APPLICATION FOR D0347

Status

Task Force Review

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Kinsley-Offerle	120 W 8th St, Kinsley, KS 675471168	120 W 8th St, Kinsley, KS 675471168
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
John Hamon	jhamon@usd347.org	(620) 659-3646

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
John Hamon	Superintendent	jhamon@usd347.org	(785) 817-5506
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Beth Schmitt	bschmitt@usd347.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Alicia Hodges	ahodges@usd347.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.kinsleypublicschools.org/vnews/display.v/SEC/District%7CCOVID%2019%20Protocol>

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 and this 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

In developing our ESSER plan, we conducted a survey and hosted focus groups in various grade levels with student leadership groups to determine their highest levels of need for pandemic related instruction and support. 23 seniors took a survey that parents and staff also took. 17 of the 23 (74%) listed Additional instructional materials and resources. The next highest response was a tie between Premium/Incentive/Retention pay for all staff and After School tutoring programs. Both of these had 12 of 23 (52%) students reply that they would like these to be considered. The following supports received the most interest from all of our students:

Suggestion 1: Additional instructional materials and resources

Suggestion 2: Premium/Incentive/Retention pay for all staff

Suggestion 3: After School tutoring programs

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

The same survey was used for all focus groups for consistency. Parent and community surveys were emailed and the link was put on social media (Facebook). Student focus groups were given a paper/pencil copy to complete. Focus groups for ESL, Native Americans, Migrant, Homeless, Civil Rights, and students with disabilities were all contacted via email or phone call. This survey had an open ended question so all groups could add wants and needs.

Families

To gain input from stakeholders, a community survey was conducted. There were 101 responses to the survey. The breakdown included 60 parents, 33 district staff, 7 community members, and 1 student response. The breakdown of the community survey revealed 62 responses (out of 99) or 62.6% responses supported retention/incentive/premium pay for district staff. The next highest response was additional instructional materials and resources with 58 responses or 58.6%. The next three levels supported the use of after school tutoring programs (48.5%), additional personnel support for academic interventions (44.4%), and expanded outside social and emotional/mental health services (38.4%).

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:

Suggestion 1: Premium/Incentive/Retention pay for all staff

Suggestion 2: Additional instructional materials and resources

Suggestion 3: After School tutoring programs

You will see that these suggestions from parents are reflective in the plan we developed.

The same survey was used for all focus groups for consistency. Parent and community surveys were emailed and the link was put on social media (Facebook). Student focus groups were given a paper/pencil copy to complete. Focus groups for ESL, Native Americans, Migrant, Homeless, Civil Rights, and students with disabilities were all contacted via email or phone call. This survey had an open ended question so all groups could add wants and needs.

School and District Administrators including Special Education Administration

Being a school district with 300 students, all administrators (3) had a hand in developing the ESSER III plan, thus there was approval of the plan. The district also collaborated with our local special education cooperative director to ensure our ESSER 3 plan supported the needs of all populations of students. School and District Administrators including Special Education Administration input was considered in our 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. As a result of these meetings, the following have been determined as most important to address in our district.

Suggestion 1: Premium/Incentive/Retention pay for all staff

Suggestion 2: Additional instructional materials and resources

Suggestion 3: Purchase of Data Dashboard as a part of our evidence-based MTSS (Multi-Tiered System of Supports) process to help us identify students who are experiencing learning loss due to Covid 19.

You will see that this information plays a prominent role in our ESSER plan.

The same survey was used for all focus groups for consistency. Parent and community surveys were emailed and the link was put on social media (Facebook). Student focus groups were given a paper/pencil copy to complete. Focus groups for ESL, Native Americans, Migrant, Homeless, Civil Rights, and students with disabilities were all contacted via email or phone call. This survey had an open ended question so all groups could add wants and needs.

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:

Teachers and their union were well represented. Teachers and staff were given time to complete the survey and results were shared with all staff. Results of the survey have also been discussed during negotiations for the 2022-23 school year.

Everyone was in agreement re: Premium/Incentive/Retention pay for all staff. Additional instructional materials and resources and the need for after school tutoring were also areas of need that were identified in conversations.

You will see that this information plays a prominent role in our ESSER plan.

The same survey was used for all focus groups for consistency. Parent and community surveys were emailed and the link was put on social media (Facebook). Student focus groups were given a paper/pencil copy to complete. Focus groups for ESL, Native Americans, Migrant, Homeless, Civil Rights, and students with disabilities were all contacted via email or phone call. This survey had an open ended question so all groups could add wants and needs.

Tribes

In a review of our student information system, we identified 4 students from 3 families who reported as Native American. These families took the ESSER III funding survey. The three highest responses were listed by all three families. All three families selected Additional instructional materials and resources, Premium/Incentive/Retention pay for all staff, and Additional personnel support for academic interventions.

During a focus group meeting with these students and their parents (all were contacted by phone) they indicated the following strategies would be of the greatest benefit to them:

Suggestion 1: Additional instructional materials and resources

Suggestion 2: Premium/Incentive/Retention pay for all staff

Suggestion 3: Additional personnel support for academic interventions

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

Our district does not have any tribes within 50 miles.

The same survey was used for all focus groups for consistency. Parent and community surveys were emailed and the link was put on social media (Facebook). Student focus groups were given a paper/pencil copy to complete. Focus groups for ESL, Native Americans, Migrant, Homeless, Civil Rights, and students with disabilities were all contacted via email or phone call. This survey had an open ended question so all groups could add wants and needs.

Civil Rights Organization including Disability Rights Organizations

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

Kansas ACLU - left message and sent survey

Kansas Human Rights Commission - Ruth Glover (see below)

Link to survey: <https://forms.gle/ft7GTB66KxgS39pJ7>

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:

Suggestion 1: Additional instructional materials and resources

Suggestion 2: Premium/Incentive/Retention pay for all staff

Suggestion 3: After School tutoring programs

John Hamon, Superintendent, spoke with Ruth Glover at the Kansas Human Rights Commission on Wednesday, May 25, 2022 at 8:44am about ESSER III funding. She sent an email at 8:51am that stated:

John Hammon
Superintendent
USD 347
Kinsley, Kansas

Dear Mr. Hammon,

Thank you for the e-mail. The Kansas Human Rights Commission has not established requirements or guidance regarding ESSER III funding plans.

I hope this e-mail meets your needs. If it does not, please let me know.

Sincerely,

Ruth Glover
Executive Director
Kansas Human Rights Commission
Ph. (785) 296-3206
Fax (785) 296-0589
ruth.glover@ks.gov
Visit the KHRC at www.khrc.net Follow the KHRC on Twitter @KansasHRC

John Hamon left a message with the ACLU of Kansas on 5/25/22 at 8:44am, but has not received a response. An ESSER III survey was emailed to info@aclukansas.org on 5/24/22 at 8:04pm, but has not received a response.

The same survey was used for all focus groups for consistency. Parent and community surveys were emailed and the link was put on social media (Facebook). Student focus groups were given a paper/pencil copy to complete. Focus groups for ESL, Native Americans, Migrant, Homeless, Civil Rights, and students with disabilities were all contacted via email or phone call. This survey had an open ended question so all groups could add wants and needs.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

Focus groups of parent/guardians of students with disabilities gave input on how to use ESSER funds. A survey was given to special education teachers and families. The highest response at 80% was Additional instructional materials and resources and Premium/Incentive/Retention pay for all staff. The next highest response at 60% was Additional personnel support for academic interventions and Additional behavioral support and interventions.

Suggestion 1: Additional instructional materials and resources

Suggestion 2: Premium/Incentive/Retention pay for all staff

Suggestion 3: Additional personnel support for academic interventions and Additional behavioral support and interventions.

English Learners gave input on how to use ESSER funds. Our survey with ESL families via email had the highest response for (Tie) Additional instructional materials and resources, After School tutoring programs, Expanded school health office personnel hours, and Additional personnel support for academic interventions.

The guardians of our identified homeless students were contacted and surveyed via phone. I also visited with our homeless liaison to gather input for our plan.

Through those surveys and conversations, it was clear that the following supports were most needed.

A tie for the highest response:

Suggestion 1: Premium/Incentive/Retention pay for all staff

Suggestion 2: Additional personnel support for academic interventions

The guardians of our identified migrant students were contacted and surveyed via phone. Through those surveys and conversations, it was clear that the following supports were most needed.

Suggestion 1: Additional personnel support for academic interventions

Suggestion 2: Premium/Incentive/Retention pay for all staff

Suggestion 3: After School Tutoring Programs

There is a very small enrollment of foster students. I visited with our local case worker to gather input for our plan. Our data in our student information system indicated that we do not have students who are incarcerated. We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have conducted surveys and have also engaged in focus group conversations. Through those surveys and conversations, it was clear that the following supports were most needed.

Suggestion 1: Additional instructional materials and resources

Suggestion 2: Additional personnel support for academic interventions

Suggestion 3: After School tutoring programs and Expanded school health office personnel hours,

You will see that these suggestions are reflective in the plan we developed.

The same survey was used for all focus groups for consistency. Parent and community surveys were emailed and the link was put on social media (Facebook). Student focus groups were given a paper/pencil copy to complete. Focus groups for ESL, Native Americans, Migrant, Homeless, Civil Rights, and students with disabilities were all contacted via email or phone call. This survey had an open ended question so all groups could add wants and needs.

Provide the public the opportunity to provide input and take such input into account

To gain input from stakeholders, a community survey was conducted. There were 101 responses to the survey. The breakdown included 60 parents, 33 district staff, 7 community members, and 1 student response. The breakdown of the community survey revealed 62 responses (out of 99) or 62.6% responses supported retention/incentive/premium pay for district staff. The next highest response was additional instructional materials and resources with 58 responses or 58.6%. The next three levels supported the use of after school tutoring programs (48.5%), additional personnel support for academic interventions (44.4%), and expanded outside social and emotional/mental health services (38.4%). The results of the survey were shared with all stakeholders. Information was presented to all staff, BOE, and Site Council members in meetings. Results were shared with parents and students via email. You will see that these suggestions are reflective in the plan we developed.

The same survey was used for all focus groups for consistency. Parent and community surveys were emailed and the link was put on social media (Facebook). Student focus groups were given a paper/pencil copy to complete. Focus groups for ESL, Native Americans, Migrant, Homeless, Civil Rights, and students with disabilities were all contacted via email or phone call. This survey had an open ended question so all groups could add wants and needs.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Some impacts of COVID-19 are easy to measure while other impacts, such as the emotional piece, are more difficult to track. For USD 347, the student attendance rate fell in the 20-21 school year. The number of students with chronic absenteeism was 14.29% (approximately 39 kids). This means they were absent from both in person and/or remote learning. In a district with a FTE of 271, this number was exceedingly high. Learning and instruction are both impacted when absenteeism numbers are this high.

COVID-19 also had other impacts on our students emotionally including the need for more support from adults in the building. Our Kansas Communities That Care Survey Data for 2021-22 school year showed several risk factors that increased in a negative way. Low commitment to school is much higher than the state average (71.95 compared to 56.37) and increased from the previous year. Academic failure was also higher than the state average (46.34 compared to 42.62). Our bullying data on this survey is also higher than the state average. Suicide and depression data on this survey have shown an increase since COVID 19 and the pandemic began in the Spring of 2020.

There was also significant learning loss with our students since COVID-19 started in March of 2020. State assessment results for 2021 showed a decline in all 3 tested grades for Science and for 4 grades in Math and 3 grades in ELA. The addition of a student services coordinator (counselor) at the 6-12 grade and the addition of extra staff at the elementary and secondary building will help combat the learning loss that occurred during 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)

The district has or is in the process of purchasing intervention curriculum and materials to address student learning loss to the most impacted subgroups due to COVID 19. All of these evidence based practices are on the Kansas State Department of Education "Approved" list. These include:

- * 6 minute Solutions
- * 95 Percent Groups
- * Acellus Academy
- * Bridges in Mathematics
- * Fastbridge
- * Heggerty Phonemic Awareness
- * iStation
- * Xello

An evidence -based practice is reducing class size and a student-teacher ratio reduction. USD 347 will use \$29,971 from ESSER III to pay for the services of a classroom teacher at our elementary school to address the learning loss due to COVID 19. This will address the learning loss due to Covid 19 by reducing class size.

Evidence on WWC shows that counseling interventions can positively and significantly impact the social and emotional learning of students specifically targeted to address learning loss caused by COVID 19. USD 347 will use \$158,316 to pay for the services of a school counselor for the 2022-23 and 2023-24 school year.

We are purchasing a Data Dashboard through edInsight as a part of our evidence-based MTSS (Multi-Tiered System of Supports) process to help us identify students who are experiencing learning loss due to COVID 19. A Multi-tiered System of Supports is recognized as an evidence-based intervention through the What Works Clearinghouse (WWC).

After School Tutoring will be used to address learning loss to the most impacted subgroups related to COVID 19. ESSER III funds will cover salaries for staff to assist students for the 2022-23, and 2023-24 school year.

Developing Writers Module through Language and Literacy U - Our data in our elementary school showed a decrease in writing scores for in-class writing samples from the previous year. Our data also indicates that the amount of time dedicated to writing has decreased due to learning loss in other subjects for the most impacted subgroups related to COVID-19. Our ES teachers will have professional learning on how to improve student writing skills which will address learning loss to the most impacted subgroups related to COVID 19. Language and Literacy U is a collection of online professional learning modules and short courses where educators learn about language, reading, and writing. Each carefully constructed course uses the most recent research, including support for implementing the Science of Reading. Language and Literacy U qualifies under ESSER funds: #3 Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Provide professional development on addressing learning loss.

Professional Development in LETRS for Pre K through 3rd grade teachers who provide direct instruction to students to address learning loss for the most impacted subgroups related to COVID-19.

Professional Development for all staff to address learning loss for the most impacted subgroups related to COVID-19. Melissa Fast from Smoky Hill Service Center presented to staff about a growth mindset and how this will help with learning loss. Dr. Nels Lindberg from Great Bend presented to staff about addressing mental health issues with staff and students and leading and teaching after the pandemic.

Summer School will be used to address learning loss to the most impacted subgroups related to COVID 19. ESSER III funds will cover salaries for staff to assist students for the 2021-22, 2022-23, and 2023-24 school year.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

USD 347 will purchase supplies and specialty equipment to clean and sanitize the facilities.

Successmaker Math will be used to address learning loss in math to the most impacted subgroups related to COVID 19.

USD 347 is requesting \$28,106 for the purpose of providing premium pay, or additional compensation, for all district personnel. This was paid in a lump sum in January, 2022. Certified Staff and 12 month employees received \$500 and classified employees received \$300. USD 347 is requesting \$28,106 to be paid in January of 2023, and \$28,106 to be paid in January of 2024

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2021-2022 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic. Additionally, the following has been discussed and agreed to through our local negotiations plan or agreement. Employees are aware of and have agreed to perform the duties. These additional reasonable and necessary duties have been established prior to these services being rendered. Additional duties can and will include increased development of resources, supports, and intervention; 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 and families impacted in various ways by the COVID-19 pandemic.

USD 347 is requesting \$98,118 for the purpose of providing premium pay, or additional compensation, for all district personnel as approved in ESSER II at the same rate. This will be paid in monthly increments for the 2022-23 and 2023-24 school year.

Certified Staff: \$1000 per person

Classified Staff: \$606.40 per person average (same % as certified staff)

Supplemental Staff (Coaches, Sponsors, etc): \$700 total per year (same % as certified staff)

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 and 2023-2024 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic. Additionally, the following has been discussed and agreed to through our local negotiations plan or agreement. Employees are aware of and have agreed to perform the duties. These additional reasonable and necessary duties have been established prior to these services being rendered. Additional duties can and will include increased development of resources, supports, and intervention; 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 and families impacted in various ways by the COVID-19 pandemic.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

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
ESSER III Allocations	\$476,359	\$0	\$476,359
Approved Total	\$0	\$0	\$0
Amount Left	\$476,359	\$0	\$476,359
In Review Total	\$476,025	\$0	\$476,025
Amount Left	\$334	\$0	\$334

	20% Minimum
ESSER III Allocations	\$95,272
Approved Total	\$0
Amount Still Needed	\$95,272
In Review Total	\$289,019
Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
347-3-0001	Direct	True	2100	110	12	\$116,000	Task Force Review
347-3-0002	Direct	True	2100	220	12	\$8,700	Task Force Review
347-3-0003	Direct	True	2100	260	12	\$116	Task Force Review
347-3-0004	Direct	True	2100	210	12	\$33,500	Task Force Review
347-3-0005	Direct	True	1000	321	12	\$14,458	Task Force Review
347-3-0006	Direct	True	1000	110	11B	\$8,032	Task Force Review
347-3-0007	Direct	True	1000	220	11B	\$614	Task Force Review
347-3-0008	Direct	True	1000	260	11B	\$8	Task Force Review
347-3-0009	Direct	False	1000	150	16	\$45,000	Task Force Review
347-3-0010	Direct	False	1000	220	16	\$4,200	Task Force Review
347-3-0011	Direct	False	1000	152	16	\$9,900	Task Force Review
347-3-0012	Direct	False	1000	260	16	\$51	Task Force Review
347-3-0013	Direct	False	1000	290	16	\$321	Task Force Review
347-3-0014	Direct	False	2300	150	16	\$4,500	Task Force Review
347-3-0015	Direct	False	2300	220	16	\$345	Task Force Review
347-3-0016	Direct	False	2300	260	16	\$3	Task Force Review
347-3-0017	Direct	False	2400	110	16	\$3,000	Task Force Review
347-3-0018	Direct	False	2400	120	16	\$1,800	Task Force Review
347-3-0019	Direct	False	2400	220	16	\$366	Task Force Review
347-3-0020	Direct	False	2400	260	16	\$6	Task Force Review
347-3-0021	Direct	False	2600	120	16	\$5,250	Task Force Review
347-3-0022	Direct	False	2600	220	16	\$402	Task Force Review
347-3-0023	Direct	False	2600	260	16	\$6	Task Force Review
347-3-0024	Direct	False	2710	120	16	\$4,800	Task Force Review
347-3-0025	Direct	False	2710	220	16	\$366	Task Force Review
347-3-0026	Direct	False	2710	260	16	\$3	Task Force Review
347-3-0027	Direct	False	2710	290	16	\$120	Task Force Review
347-3-0028	Direct	False	3100	120	16	\$3,600	Task Force Review
347-3-0029	Direct	False	3100	220	16	\$276	Task Force Review
347-3-0030	Direct	False	3100	260	16	\$3	Task Force Review

347-3-0031	Direct	True	1000	321	12	\$55,641	Task Force Review
347-3-0032	Direct	False	2600	610	7	\$950	Task Force Review
347-3-0033	Direct	True	1000	110	1A	\$27,800	Task Force Review
347-3-0034	Direct	True	1000	220	1A	\$2,127	Task Force Review
347-3-0035	Direct	True	1000	260	1A	\$27	Task Force Review
347-3-0036	Direct	True	1000	210	1A	\$17	Task Force Review
347-3-0037	Direct	True	2213	946	3	\$1,760	Task Force Review
347-3-0038	Direct	True	2213	946	3	\$9,860	Task Force Review
347-3-0039	Direct	True	2213	946	3	\$1,000	Task Force Review
347-3-0040	Direct	True	2213	946	3	\$725	Task Force Review
347-3-0041	Direct	True	1000	110	11A	\$3,000	Task Force Review
347-3-0042	Direct	True	1000	220	11A	\$231	Task Force Review
347-3-0043	Direct	True	1000	260	11A	\$3	Task Force Review
347-3-0044	Direct	True	1000	321	12	\$5,400	Task Force Review
347-3-0045	Direct	False	1000	321	12	\$3,620	Task Force Review
347-3-0046	Direct	False	1000	150	16	\$58,000	Task Force Review
347-3-0047	Direct	False	1000	220	16	\$5,520	Task Force Review
347-3-0048	Direct	False	1000	152	16	\$13,340	Task Force Review
347-3-0049	Direct	False	1000	260	16	\$70	Task Force Review
347-3-0050	Direct	False	1000	290	16	\$200	Task Force Review
347-3-0051	Direct	False	2300	150	16	\$2,424	Task Force Review
347-3-0052	Direct	False	2300	220	16	\$186	Task Force Review
347-3-0053	Direct	False	2300	260	16	\$4	Task Force Review
347-3-0054	Direct	False	2400	120	16	\$2,424	Task Force Review
347-3-0055	Direct	False	2400	220	16	\$186	Task Force Review
347-3-0056	Direct	False	2400	260	16	\$6	Task Force Review
347-3-0057	Direct	False	2600	120	16	\$4,852	Task Force Review
347-3-0058	Direct	False	2600	220	16	\$370	Task Force Review
347-3-0059	Direct	False	2600	260	16	\$4	Task Force Review
347-3-0060	Direct	False	2710	120	16	\$4,852	Task Force Review
347-3-0061	Direct	False	2710	220	16	\$370	Task Force Review
347-3-0062	Direct	False	2710	260	16	\$4	Task Force Review
347-3-0063	Direct	False	2710	290	16	\$80	Task Force Review
347-3-0064	Direct	False	3100	120	16	\$4,852	Task Force Review
347-3-0065	Direct	False	3100	220	16	\$370	Task Force Review
347-3-0066	Direct	False	3100	260	16	\$4	Task Force Review

Line Item Details

Line Item ID: 347-3-0001

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

Student Counselor Salary

Account Number

99-2100-110-00

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$57,000**Budgeted Expenditures in SFY 2024** \$59,000**Total Expenditures** \$116,000**Status**

Task Force Review

Line Item ID: 347-3-0002

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

Social Security

Account Number

99-2100-220-00

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,300**Budgeted Expenditures in SFY 2024** \$4,400**Total Expenditures** \$8,700**Status**

Task Force Review

Line Item ID: 347-3-0003

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

Unemployment

Account Number

99-2100-260-00

Function Code

2100 - Support Services (Students)

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$57**Budgeted Expenditures in SFY 2024** \$59**Total Expenditures** \$116**Status**

Task Force Review

Line Item ID: 347-3-0004

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

Employee Fringe Benefit

Account Number

99-2100-210-00

Function Code

2100 - Support Services (Students)

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16,500**Budgeted Expenditures in SFY 2024** \$17,000**Total Expenditures** \$33,500**Status**

Task Force Review

Line Item ID: 347-3-0005

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

Program Improvement Services

Account Number

99-1000-321-00

Function Code

1000 - Instruction

Object Code321 - Instructional Programs
Improvement Services**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$3,000

Budgeted Expenditures in SFY 2023

\$5,000

Budgeted Expenditures in SFY 2024

\$6,458

Total Expenditures

\$14,458

Status

Task Force Review

Line Item ID: 347-3-0006

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

Certified Salaries

Account Number

99-1000-110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use11B - Planning and implementing
supplemental after-school programs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$4,016

Budgeted Expenditures in SFY 2024

\$4,016

Total Expenditures

\$8,032

Status

Task Force Review

Line Item ID: 347-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

99-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$307

Budgeted Expenditures in SFY 2024

\$307

Total Expenditures\$614**Status**

Task Force Review

Line Item ID: 347-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

99-1000-260-00

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$4

Budgeted Expenditures in SFY 2024

\$4

Total Expenditures\$8**Status**

Task Force Review

Line Item ID: 347-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries-Additional Comp

Account Number

99-1000-150-00

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.

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

Task Force Review

Line Item ID: 347-3-0010

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

Social Security

Account Number

99-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$1,400

Budgeted Expenditures in SFY 2023

\$1,400

Budgeted Expenditures in SFY 2024

\$1,400

Total Expenditures

\$4,200

Status

Task Force Review

Line Item ID: 347-3-0011

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

Classified Salaries-Additional Comp

Account Number

99-1000-152-00

Function Code

1000 - Instruction

Object Code

152 - Additional compensation paid to instructional aides and assistants

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$3,300

Budgeted Expenditures in SFY 2023

\$3,300

Budgeted Expenditures in SFY 2024

\$3,300

Total Expenditures

\$9,900

Status

Task Force Review

Line Item ID: 347-3-0012

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

Unemployment

Account Number

99-1000-260-00

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$17

Budgeted Expenditures in SFY 2023

\$17

Budgeted Expenditures in SFY 2024

\$17

Total Expenditures

\$51

Status

Task Force Review

Line Item ID: 347-3-0013

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 Emp Benefits

Account Number

99-1000-290-00

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$107

Budgeted Expenditures in SFY 2023

\$107

Budgeted Expenditures in SFY 2024

\$107

Total Expenditures

\$321

Status

Task Force Review

Line Item ID: 347-3-0014

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

Central Office Salaries-Additional Comp

Account Number

99-2300-150-00

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$1,500

Budgeted Expenditures in SFY 2023

\$1,500

Budgeted Expenditures in SFY 2024

\$1,500

Total Expenditures

\$4,500

Status

Task Force Review

Line Item ID: 347-3-0015

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

Social Security

Account Number

99-2300-220-00

Function Code

2300 - Support Services (General Administration)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$115

Budgeted Expenditures in SFY 2023

\$115

Budgeted Expenditures in SFY 2024

\$115

Total Expenditures

\$345

Status

Task Force Review

Line Item ID: 347-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

99-2300-260-00

Function Code

2300 - Support Services (General Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$1

Budgeted Expenditures in SFY 2023

\$1

Budgeted Expenditures in SFY 2024

\$1

Total Expenditures

\$3

Status

Task Force Review

Line Item ID: 347-3-0017

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

Principal's Salary

Account Number

99-2400-110-00

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$1,000**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$3,000**Status**

Task Force Review

Line Item ID: 347-3-0018

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

Secretary Salaries

Account Number

99-2400-120-00

Function Code

2400 - Support Services (School Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$600**Budgeted Expenditures in SFY 2023** \$600**Budgeted Expenditures in SFY 2024** \$600**Total Expenditures** \$1,800**Status**

Task Force Review

Line Item ID: 347-3-0019

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

Social Security

Account Number

99-2400-220-00

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$122**Budgeted Expenditures in SFY 2023** \$122**Budgeted Expenditures in SFY 2024** \$122**Total Expenditures** \$366**Status**

Task Force Review

Line Item ID: 347-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

99-2400-260-00

Function Code

2400 - Support Services (School Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$2**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$2**Total Expenditures** \$6**Status**

Task Force Review

Line Item ID: 347-3-0021

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

Custodial Salaries

Account Number

99-2600-120-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$1,750**Budgeted Expenditures in SFY 2023** \$1,750**Budgeted Expenditures in SFY 2024** \$1,750**Total Expenditures** \$5,250**Status**

Task Force Review

Line Item ID: 347-3-0022

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

Social Security

Account Number

99-2600-220-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$134**Budgeted Expenditures in SFY 2023** \$134**Budgeted Expenditures in SFY 2024** \$134**Total Expenditures** \$402**Status**

Task Force Review

Line Item ID: 347-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

99-2600-260-00

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$2

Budgeted Expenditures in SFY 2023

\$2

Budgeted Expenditures in SFY 2024

\$2

Total Expenditures

\$6

Status

Task Force Review

Line Item ID: 347-3-0024

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

Transportation Salaries

Account Number

99-2710-120-00

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$1,600

Budgeted Expenditures in SFY 2023

\$1,600

Budgeted Expenditures in SFY 2024

\$1,600

Total Expenditures

\$4,800

Status

Task Force Review

Line Item ID: 347-3-0025

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

Social Security

Account Number

99-2710-220-00

Function Code

2710 - Vehicle Operation

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$122

Budgeted Expenditures in SFY 2023

\$122

Budgeted Expenditures in SFY 2024

\$122

Total Expenditures

\$366

Status

Task Force Review

Line Item ID: 347-3-0026

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

99-2710-260-00

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$1

Budgeted Expenditures in SFY 2023

\$1

Budgeted Expenditures in SFY 2024

\$1

Total Expenditures

\$3

Status

Task Force Review

Line Item ID: 347-3-0027

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

Other Emp Benefits

Account Number

99-2710-290-00

Function Code

2710 - Vehicle Operation

Object Code

290 - Other Employee Benefits

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$40
Budgeted Expenditures in SFY 2023	\$40
Budgeted Expenditures in SFY 2024	\$40
Total Expenditures	\$120

Status

Task Force Review

Line Item ID: 347-3-0028

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

Food Service Salaries

Account Number

99-3100-120-00

Function Code

3100 - Food Service Operations

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,200
Budgeted Expenditures in SFY 2023	\$1,200
Budgeted Expenditures in SFY 2024	\$1,200
Total Expenditures	\$3,600

Status

Task Force Review

Line Item ID: 347-3-0029

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

Social Security

Account Number

99-3100-220-00

Function Code

3100 - Food Service Operations

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$92**Budgeted Expenditures in SFY 2023** \$92**Budgeted Expenditures in SFY 2024** \$92**Total Expenditures** \$276**Status**

Task Force Review

Line Item ID: 347-3-0030

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

99-3100-260-00

Function Code

3100 - Food Service Operations

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$1**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$3**Status**

Task Force Review

Line Item ID: 347-3-0031

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

Program Improvement Services

Account Number

99-1000-321-00

Function Code

1000 - Instruction

Object Code321 - Instructional Programs
Improvement Services**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$38,241

Budgeted Expenditures in SFY 2023

\$1,200

Budgeted Expenditures in SFY 2024

\$16,200

Total Expenditures

\$55,641

Status

Task Force Review

Line Item Comment from KSDE

See programs listed in the narrative.

Line Item ID: 347-3-0032

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

Custodial Supplies

Account Number

99-2600-610-00

Function Code2600 - Operation and Maintenance of
Plant Services (All except
Transportation)**Object Code**

610 - General Supplies and Materials

Allowable Use7 - Purchasing supplies to sanitize and
clean LEA and school facilities.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$950

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$950

Status

Task Force Review

Line Item ID: 347-3-0033

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

Certified Salaries

Account Number

99-1000-110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$27,800

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$27,800

Status

Task Force Review

Line Item ID: 347-3-0034

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

Social Security

Account Number

99-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,127

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$2,127

Status

Task Force Review

Line Item ID: 347-3-0035

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

Unemployment

Account Number

99-1000-260-00

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$27**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$27**Status**

Task Force Review

Line Item ID: 347-3-0036

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

Employee Fringe Benefit

Account Number

99-1000-210-00

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$17**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$17**Status**

Task Force Review

Line Item ID: 347-3-0037

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

Professional Development

Account Number

99-2213-946-00

Function Code2213 - Instructional Staff Training
Services**Object Code**

946 - Professional Development

Allowable Use3 - Providing principals and other
school leaders with resources to
address individual school needs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$1,760

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$1,760**Status**

Task Force Review

Line Item ID: 347-3-0038

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

Professional Dev

Account Number

99-2213-946-00

Function Code2213 - Instructional Staff Training
Services**Object Code**

946 - Professional Development

Allowable Use3 - Providing principals and other
school leaders with resources to
address individual school needs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$9,860

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$9,860**Status**

Task Force Review

Line Item ID: 347-3-0039

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

Professional Dev

Account Number

99-2213-946-00

Function Code2213 - Instructional Staff Training
Services**Object Code**

946 - Professional Development

Allowable Use3 - Providing principals and other
school leaders with resources to
address individual school needs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$1,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$1,000

Status

Task Force Review

Line Item ID: 347-3-0040

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

Professional Dev

Account Number

99-2213-946-00

Function Code2213 - Instructional Staff Training
Services**Object Code**

946 - Professional Development

Allowable Use3 - Providing principals and other
school leaders with resources to
address individual school needs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$725

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$725

Status

Task Force Review

Line Item ID: 347-3-0041

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

Certified Salaries

Account Number

99-1000-110-00

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$1,000**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$3,000**Status**

Task Force Review

Line Item ID: 347-3-0042

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

Social Security

Account Number

99-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$77**Budgeted Expenditures in SFY 2023** \$77**Budgeted Expenditures in SFY 2024** \$77**Total Expenditures** \$231**Status**

Task Force Review

Line Item ID: 347-3-0043

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

Unemployment

Account Number

99-1000-260-00

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$1

Budgeted Expenditures in SFY 2023

\$1

Budgeted Expenditures in SFY 2024

\$1

Total Expenditures

\$3

Status

Task Force Review

Line Item ID: 347-3-0044

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

Program Improvement Services

Account Number

99-1000-321-00

Function Code

1000 - Instruction

Object Code

321 - Instructional Programs Improvement Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$1,800

Budgeted Expenditures in SFY 2023

\$1,800

Budgeted Expenditures in SFY 2024

\$1,800

Total Expenditures

\$5,400

Status

Task Force Review

Line Item Comment from KSDE

This program is already part of the CTE requirements. How is it related to COVID?

Line Item ID: 347-3-0045

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

Program Improvement Services

Account Number

99-1000-321-00

Function Code

1000 - Instruction

Object Code321 - Instructional Programs
Improvement Services**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$3,620

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$3,620**Status**

Task Force Review

Line Item ID: 347-3-0046

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

Certified Salaries-Additional Comp

Account Number

99-1000-150-00

Function Code

1000 - Instruction

Object Code

150 - Additional Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$29,000

Budgeted Expenditures in SFY 2024

\$29,000

Total Expenditures\$58,000**Status**

Task Force Review

Line Item ID: 347-3-0047

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

99-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,760

Budgeted Expenditures in SFY 2024

\$2,760

Total Expenditures

\$5,520

Status

Task Force Review

Line Item ID: 347-3-0048

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

Classified Salaries-Additional Comp

Account Number

99-1000-152-00

Function Code

1000 - Instruction

Object Code

152 - Additional compensation paid to instructional aides and assistants

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$6,670

Budgeted Expenditures in SFY 2024

\$6,670

Total Expenditures

\$13,340

Status

Task Force Review

Line Item ID: 347-3-0049

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

99-1000-260-00

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$35

Budgeted Expenditures in SFY 2024

\$35

Total Expenditures

\$70

Status

Task Force Review

Line Item ID: 347-3-0050

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

Other Emp Benefits

Account Number

99-1000-290-00

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$100

Budgeted Expenditures in SFY 2024

\$100

Total Expenditures

\$200

Status

Task Force Review

Line Item ID: 347-3-0051

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

Central Office Salaries-Additional Comp

Account Number

99-2300-150-00

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,212**Budgeted Expenditures in SFY 2024** \$1,212**Total Expenditures** \$2,424**Status**

Task Force Review

Line Item ID: 347-3-0052

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

Social Security

Account Number

99-2300-220-00

Function Code

2300 - Support Services (General Administration)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$93**Budgeted Expenditures in SFY 2024** \$93**Total Expenditures** \$186**Status**

Task Force Review

Line Item ID: 347-3-0053

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

Unemployment

Account Number

99-2300-260-00

Function Code

2300 - Support Services (General Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2

Budgeted Expenditures in SFY 2024

\$2

Total Expenditures

\$4

Status

Task Force Review

Line Item ID: 347-3-0054

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

Secretary Salaries

Account Number

99-2400-120-00

Function Code

2400 - Support Services (School Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,212

Budgeted Expenditures in SFY 2024

\$1,212

Total Expenditures

\$2,424

Status

Task Force Review

Line Item ID: 347-3-0055

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Social Security

Account Number

99-2400-220-00

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$93

Budgeted Expenditures in SFY 2024

\$93

Total Expenditures

\$186

Status

Task Force Review

Line Item ID: 347-3-0056

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

99-2400-260-00

Function Code

2400 - Support Services (School Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3

Budgeted Expenditures in SFY 2024

\$3

Total Expenditures

\$6

Status

Task Force Review

Line Item ID: 347-3-0057

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

Custodial Salaries

Account Number

99-2600-120-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,426**Budgeted Expenditures in SFY 2024** \$2,426**Total Expenditures** \$4,852**Status**

Task Force Review

Line Item ID: 347-3-0058

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

Social Security

Account Number

99-2600-220-00

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$185**Budgeted Expenditures in SFY 2024** \$185**Total Expenditures** \$370**Status**

Task Force Review

Line Item ID: 347-3-0059

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

Unemployment

Account Number

99-2600-260-00

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2

Budgeted Expenditures in SFY 2024

\$2

Total Expenditures

\$4

Status

Task Force Review

Line Item ID: 347-3-0060

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

Transportation Salaries

Account Number

99-2710-120-00

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,426

Budgeted Expenditures in SFY 2024

\$2,426

Total Expenditures

\$4,852

Status

Task Force Review

Line Item ID: 347-3-0061

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

Social Security

Account Number

99-2710-220-00

Function Code

2710 - Vehicle Operation

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$185**Budgeted Expenditures in SFY 2024** \$185**Total Expenditures** \$370**Status**

Task Force Review

Line Item ID: 347-3-0062

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

Unemployment

Account Number

99-2710-260-00

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$2**Total Expenditures** \$4**Status**

Task Force Review

Line Item ID: 347-3-0063

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

Other Emp Benefits

Account Number

99-2710-290-00

Function Code

2710 - Vehicle Operation

Object Code

290 - Other Employee Benefits

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$40

Budgeted Expenditures in SFY 2024

\$40

Total Expenditures

\$80

Status

Task Force Review

Line Item ID: 347-3-0064

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

Food Service Salaries

Account Number

99-3100-120-00

Function Code

3100 - Food Service Operations

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,426

Budgeted Expenditures in SFY 2024

\$2,426

Total Expenditures

\$4,852

Status

Task Force Review

Line Item ID: 347-3-0065

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

Social Security

Account Number

99-3100-220-00

Function Code

3100 - Food Service Operations

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$185**Budgeted Expenditures in SFY 2024** \$185**Total Expenditures** \$370**Status**

Task Force Review

Line Item ID: 347-3-0066

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

Unemployment

Account Number

99-3100-260-00

Function Code

3100 - Food Service Operations

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$2**Total Expenditures** \$4**Status**

Task Force Review

ESSER III APPLICATION FOR D0362

Status

Task Force Review

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Prairie View	13799 Kansas Hwy 152, LaCygne, KS 66040	13799 KS Hwy 152, LaCygne, KS 66040
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Rex Bollinger	rex@pv362.org	(913) 757-2677

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Rex Bollinger Ed.D.	Superintendent	rbollinger@pv362.org	(913) 757-2677

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://5il.co/ubzs>

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 will utilize the funds to provide summer school instruction to students that have been identified as exhibiting learning loss. Summer school will be at all levels elementary, middle, and high school. Previously we have only had a credit recovery portion for the high school as a summer school. We will also provide an after school program for students that meet the criteria of having learning loss due to the pandemic.

The districts has hired an elementary mathematics specialist, 6-12 reading specialist, an additional English Language Arts teacher and preschool teacher to address learning loss of students due to the pandemic. ESSER funds will also be utilized to provide materials to provide for social emotional learning and to continually survey district patrons , staff and students on the effects and needs for what has happened during the COVID 19 pandemic.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

In developing our ESSER plan, we conducted a survey of a focus groups of student leadership in the high school, middle school, and both elementary schools. Each building was represented by 20 students. After an introduction of what we were surveying and the purpose behind ESSER III funding, students were surveyed to determine their highest levels of need for pandemic related instruction and support. Survey participants were asked to pick the highest three that they preferred. The areas to choose were as follows:

- Summer Learning Programs
- After School Tutoring Programs
- Additional personnel support for academic intervention
- Additional behavioral support and interventions
- Addition instructional materials and resources (software, textbooks, curriculum, etc.)
- Expanded outside social and emotional/mental health services
- Expanded school health office personnel hours for health, safety, and support of the student body

The following supports received the most interest from our students:

- 69% Additional instructional materials and resources (software, textbooks, curriculum, etc.)
- 54% After-School Tutoring programs
- 46% Additional personnel support for academic intervention

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan. We believe that we can address the needs of additional instructional materials and resources through our own general fund budget.

REB 4/19/2022

KSDE Application comments: still unclear if the needs of the students were met or not.

Two of the three areas that students showed most interest in from our survey are addressed in our plan. As indicated in the paragraph below we are addressing the student needs in providing a 6-12 Reading Specialist and K-6 Mathematics Interventionist. This is what our data has indicated that we should pursue. Secondly, we are providing after school tutoring programs as well as summer school programs. I hope this is a clear picture of what we are doing with ESSER III funds. Prairie View USD 362 is conducting a Tier 4 study on loss of learning in all grades K-12. Data derived from our formative tests and the Kansas State Assessment show that we have had progressive loss of learning in grades K-12 due to loss of instructional time due to COVID. After reviewing the data we have decided to approach this deficiency through working with K-5 students in mathematics and 6-12 students in literacy and reading comprehension, providing an after-school program, summer school program and a 4-year old at-risk program. Students that had a deficiency and showed a loss of learning due to COVID will be targeted for instruction.

4/26/2022 REB

KSDE Comments: Student Subgroups - Please provide disaggregated results by subpopulation.

Prairie View High School students indicated priorities in these areas:

- 72% Additional instructional materials and resources
- 59% After-School Tutoring Programs
- 50% Summer Learning Programs.

Prairie View Middle School students indicated priorities in these areas:

- 64% Additional instructional materials and resources
- 58% Additional personnel support for academic intervention
- 58% Expanded school health office personnel hours for health, safety and support of students

Prairie View Elementary School students indicated priorities in these areas:

- 63% After-School Tutoring Programs
- 59% Additional personnel support for academic intervention
- 55% Summer Learning Programs

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. Survey participants were asked to pick the highest three that they preferred. 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:

73% Additional personnel support for academic intervention

66% After-School Tutoring programs

66% Summer Learning programs

46% Additional behavior support and interventions

You will see that these suggestions from parents are reflective in the plan we developed.

School and District Administrators including Special Education Administration

School and District Admin

Our administrative team including special education administration 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.

100% Additional personnel support for academic intervention.

71% Summer Learning programs.

71% After-School Tutoring Programs

You will see that this information plays a prominent role in our ESSER plan.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. Survey participants were asked to pick the highest three that they preferred. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

The need for after school tutoring support (63%) and summer learning programs (55%).

Additional behavioral support and interventions (60%)

Additional personnel support for academic intervention (elementary math interventionists and secondary reading specialists) (59%).

Tribes

In a review of our student information system, we identified 32 students who reported as members of a tribe. surveyed these students and their parents, they indicated the following strategies would be of the greatest benefit to them:

75% Additional personnel support for academic intervention.

50% Summer Learning programs.

50% Additional behavior support and interventions

50% Additional instructional materials and resources (software, textbooks, curriculum, etc.)

50% Expanded outside social and emotional/mental health services

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

Civil Rights Organization including Disability Rights Organizations

We reached out to the following civil rights organizations in our state/region with a survey 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

https://docs.google.com/forms/d/e/1FAIpQLSe8orQAis4Xpl2BQJqmhkVtre3gKkcSblE88tqEbp3hiH90yQ/viewform?usp=pp_url

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:

Additional behavioral support and interventions

Additional personnel support for academic interventions

After-school and summer learning 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

Following the template produced by Greenbush Educational Service Center we sent out surveys to three organizations to seek feedback from organizations 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.

These organizations were: Disability Rights Center Families Together Youth on their own. The survey link was:

[https://docs.google.com/forms/d/e/1FAIpQLSe8orQAis4Xpl2BQJqmhkVtre3gKkcSblE88tqEbp3hiH90yQ/viewform?](https://docs.google.com/forms/d/e/1FAIpQLSe8orQAis4Xpl2BQJqmhkVtre3gKkcSblE88tqEbp3hiH90yQ/viewform?usp=pp_url)

This although is the same link as presented above is the same survey sent to another group. Feedback provided by these stakeholders was:

100% Additional behavioral support and interventions

100% Additional personnel support for academic interventions

100% Expanded outside social and emotional/mental health services

Additional comments to disaggregate out were:

*Child care supports for district staff and teachers. Consider how ESSER funds can be used to address hunger and food insecurity among children.

*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.

*All of the ideas listed are great. I chose the ones that resonated most with me. Our ESSER plan includes some of these suggestions based on their feedback to best meet the needs of our students. USD 362 has explored daycare supports for staff and teachers and will address this issue separate from ESSER III funds. In addition, prior to the COVID-19 pandemic we instituted a program in which we partner with our local mental health provider (Southeast Kansas Mental Health) to provide spaces for them in our school buildings. Psychologists and case managers (with parent permission) can meet with students during the school day so students do not have to miss long periods of time. This has been very beneficial to our school district. In addition, one commenter suggested we use ESSER funds to address hunger and food insecurity among and we have not included that suggestion in our plan because we address that outside of this plan through our food service program and our community lunch program during the summer.

In reaching out and visiting with our only migrant student about how to utilize the ESSER III funds they indicated the following items were important: after school tutoring programs, additional personnel support and instructional materials, expanded social and emotional services, and expanded school health office personnel hours. We have incorporated some of their suggestions in to our ESSER III plan.

In visiting with our foster families and their students they indicated that summer learning programs and after school tutoring programs were the highest priority followed by additional behavior support and instructional materials. Their suggestions are included in our ESSER III plan.

Input was sought from those students that were English Language learners and we received no feedback from them. To address their needs we have incorporated into our plan after school tutoring; summer learning programs; and, additional personnel support for academic intervention.

Homeless students indicated priorities for additional personnel support for academic intervention. Other indicated priorities were: after school tutoring programs and additional behavior support and expanded social and emotional supports as well as after school tutoring. These suggestions are included in our ESSER III plan.

The suggestions of all entities in this category are being addressed but not all are necessarily being addressed with this ESSER III plan. Many of the suggestions are already being addressed with other grant funds and local education association monies.

Provide the public the opportunity to provide input and take such input into account

We surveyed community members while developing our ESSER support plan. We have conducted parent/community surveys. Through those surveys and conversations, it was clear that most are interested in seeing the following items in our ESSER plan:

- 59% After-School Tutoring programs
- 57% Additional personnel support for academic intervention
- 54% Additional behavior support and interventions
- 51% Summer Learning programs

You will see that these suggestions from the public are reflective in the plan we developed.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Our data indicates that in both reading and mathematics the number of students that need support due to learning loss has increased in the last two school years because of the pandemic. This pattern is also found in those students that have disabilities, those that are at-risk due to poverty and those that are qualified as at-risk by other means. This learning loss has affected approximately two-thirds of our 856 students and the use of ESSER funds will allow us to fund additional teachers, summer school, and afterschool programs to meet the needs of these affected 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)

REB 5/12/2022 In April 2022, after a request for clarification I received the following. We modeled our Tier 4 study based upon Dean Zajic's suggestion. We modeled our study to affect students that showed learning loss due to COVID. Please review the narrative below for our study that has the Tier 4 study. We have most of this in place currently and have preliminary seen good results for our early state assessment scores. If anything else is needed please advise specifically what is needed in this area. We strongly believe in our Tier 4 study and the results we believe we will receive will show that this study has significantly affected learning loss in students.

REB 4.29.2022

I have included the citations and links in the narrative.

Prairie View USD 362 is conducting a Tier 4 study on loss of learning in all grades K-12. Data derived from our formative tests and the Kansas State Assessment show that we have had progressive loss of learning in grades K-12 due to loss of instructional time due to COVID. After reviewing the data, we have decided to approach this deficiency through working with K-5 students in mathematics and 6-12 students in literacy and reading comprehension, providing an after-school program, summer school program and a 4-year old at-risk program. Students that had a deficiency and showed a loss of learning due to COVID will be targeted for instruction.

We have added a K-5 math interventionist this year with a second being hired for next year (2022-2023). We have added a 6-12 reading specialist and an additional middle school English Language Arts teacher. Evidence supports the use of an elementary math interventionist (Ulichnie, Staci. "The Effects of Math Intervention on Student Achievement." Online Submission (2015)) <https://eric.ed.gov/?id=ED560695> to support overall gains in student achievement focused, small group instruction, and a secondary reading specialist (Vaughn, Sharon, et al. "Response to intervention for middle school students with reading difficulties: Effects of a primary and secondary intervention." *School psychology review* 39.1 (2010): 3-21. in the areas of decoding, fluency, and comprehension. Because of the efficacy and impact described in the research. The math interventionist and reading specialists will work with students on an individualized basis in order to improve skills, ability, and scores on assessments of students that have demonstrated a loss of learning due to COVID. In addition, students will attend an after-school program and summer school programs targeted to improve the skills needed in reading and mathematics comprehension. Evidence from recent research (Cosden, Merith, et al. "The effects of homework programs and after-school activities on school success." *Theory into practice* 43.3 (2004): 220-226.)

https://www.tandfonline.com/doi/abs/10.1207/s15430421tip4303_8 suggests that our after-school program can maximize its intended benefits if we plan and implement with a balance between schoolwork and home life in mind. As such, we do not intend to offer more of the same work; rather, we plan to help students go deeper with existing work and provide support and/or extensions whenever possible. In regards to summer school, evidence from a meta-analysis of nearly 100 studies (Cooper, Harris, et al. "Making the most of summer school: A meta-analytic and narrative review." *Monographs of the society for research in child development* (2000): i-127.) <https://www.tandfonline.com/doi/abs/10.1080/02796015.2010.12087786> on summer school suggests that there is a positive impact on student learning when students attend a summer school program. Additionally, this evidence suggests that when summer school is designed with small groups and individualized instruction in mind, the effect can be maximized. Given this information, we are making our plans accordingly. Students identified for these programs are determined by comparing formative results and/or Kansas State Assessment results from prior to COVID. The extra English teacher will allow us to reduce the class sizes to help attain our goal. We have also added a 4-year old at-risk program to help students as they enter into our school district.

Our baseline measure will be the initial formative tests and the 2021 Kansas State Assessments scores in both reading and mathematics. Formative tests will be monitored for improvement during the year as well as the Kansas State Assessment. For the 4-year old at-risk their initial pre-school their initial assessment will be taken at pre-school roundup and then data will be collected for improvement at Kindergarten roundup.

The goal of recovering from the loss of learning is achievable since we have hired 4 staff members to address the learning loss for the 2021-2022 and beyond. These positions are as noted before: K-5 math interventionist; 6-12 reading specialists; an additional middle school English Language Arts teacher; a new 4-year old at-risk program, after-school program, and summer school program.

This model of instruction for our students that experienced is relevant and responsive to the loss of learning experienced due to COVID. The effectiveness of this action will be monitored on an on-going basis through our formative assessments and once yearly through the Kansas State Assessment and the testing at preschool and kindergarten roundups. As stated before we believe that this is a Tier 4 study on the loss of learning and will be collecting data points to share throughout the district and others if needed.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

ESSER funds will also be utilized to provide materials to sanitize and clean the buildings to minimize the possibility of spreading the COVID19 virus. Additional funds will be utilized to address the mental wellness of staff due to the stress of the pandemic.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Administration and certified staff will continuously monitor students in all interactions and mitigate as needed. Continuing our small class sizes and the use of new math and reading specialists will enable staff members to know their students better as well as their individual needs.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,134,791	\$0	\$1,134,791	ESSER III Allocations	\$226,959
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,134,791	\$0	\$1,134,791	Amount Still Needed	\$226,959
In Review Total	\$1,134,791	\$0	\$1,134,791	In Review Total	\$745,541
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
362-3-0001	Direct	True	1000	100	12	\$541,382	Task Force Review
362-3-0002	Direct	True	1000	200	12	\$90,000	Task Force Review
362-3-0003	Direct	True	1000	220	12	\$39,959	Task Force Review
362-3-0004	Direct	False	2100	300	9	\$33,000	Task Force Review
362-3-0005	Direct	False	2300	300	9	\$64,000	Task Force Review
362-3-0006	Direct	False	1000	100	16	\$160,875	Task Force Review
362-3-0007	Direct	False	1000	220	16	\$14,125	Task Force Review
362-3-0008	Direct	False	2000	100	16	\$92,000	Task Force Review
362-3-0009	Direct	False	2000	220	16	\$7,000	Task Force Review
362-3-0010	Direct	False	3100	100	16	\$16,000	Task Force Review
362-3-0011	Direct	True	1000	100	11A	\$42,000	Task Force Review
362-3-0012	Direct	True	1000	120	11A	\$8,000	Task Force Review
362-3-0013	Direct	True	1000	100	11B	\$20,000	Task Force Review
362-3-0014	Direct	True	1000	120	11B	\$4,200	Task Force Review
362-3-0015	Direct	False	3100	220	16	\$2,250	Task Force Review

Line Item Details

Line Item ID: 362-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

7

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$174,387

Budgeted Expenditures in SFY 2023

\$180,400

Budgeted Expenditures in SFY 2024

\$186,595

Total Expenditures

\$541,382

Status

Task Force Review

Line Item Comment from KSDE

Please further explain how many staff this is for and what the general job duties of the additional staff will be. Please also explain if these are new positions and how they relate to Covid.

Line Item ID: 362-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

7

Function Code

1000 - Instruction

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$30,000

Budgeted Expenditures in SFY 2023

\$30,000

Budgeted Expenditures in SFY 2024

\$30,000

Total Expenditures

\$90,000

Status

Task Force Review

Line Item Comment from KSDE

Could you verify that this cost is for the new staff (Elem Math Specialist; 6-12 Reading Specialist; ELA Teacher; Preschool Teacher) referenced in your narrative?

Line Item ID: 362-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

7

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$12,928

Budgeted Expenditures in SFY 2023

\$13,316

Budgeted Expenditures in SFY 2024

\$13,715

Total Expenditures

\$39,959

Status

Task Force Review

Line Item Comment from KSDE

Could you verify that this cost is ss benefits for the new positions (Elem Math Specialist; 6-12 Reading Specialist; ELA Teacher; Preschool teacher) referenced in your narrative?

Line Item ID: 362-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

7

Function Code

2100 - Support Services (Students)

Object Code

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$11,000

Budgeted Expenditures in SFY 2023

\$11,000

Budgeted Expenditures in SFY 2024

\$11,000

Total Expenditures

\$33,000

Status

Task Force Review

Line Item Comment from KSDE

Please further explain what software will be purchased and briefly explain it's relation to Covid.

Line Item ID: 362-3-0005

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

2300 - Support Services (General Administration)

Object Code

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$18,000**Budgeted Expenditures in SFY 2023** \$23,000**Budgeted Expenditures in SFY 2024** \$23,000**Total Expenditures** \$64,000**Status**

Task Force Review

Line Item Comment from KSDE

Please explain exactly how this software was utilized and how this is a need due to Covid.

Line Item ID: 362-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

7

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$52,625**Budgeted Expenditures in SFY 2023** \$53,750**Budgeted Expenditures in SFY 2024** \$54,500**Total Expenditures** \$160,875**Status**

Task Force Review

Line Item Comment from KSDE

Please provide more details about how staff qualify for this retention pay (i.e. continuously employed between January 2022-December 2022), please also explain how many staff are expected to receive this pay, how much each staff will receive, and how you plan to pay out the amount. Please also clarify whether or not the teachers union agreed to this retention pay.

Line Item ID: 362-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

7

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$4,625

Budgeted Expenditures in SFY 2023

\$4,750

Budgeted Expenditures in SFY 2024

\$4,750

Total Expenditures

\$14,125

Status

Task Force Review

Line Item Comment from KSDE

Would you please clarify if this is SS contribution for instructional staff who previously received premium pay from ESSER II funding?

Line Item ID: 362-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

7

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$30,000

Budgeted Expenditures in SFY 2023

\$30,625

Budgeted Expenditures in SFY 2024

\$31,375

Total Expenditures

\$92,000

Status

Task Force Review

Line Item Comment from KSDE

Please provide more details about how staff qualify for this retention pay (i.e. continuously employed between January 2022-December 2022), please also explain how many staff are expected to receive this pay, how much each staff will receive, and how you plan to pay out the amount. Please also clarify whether or not the teachers union agreed to this retention pay.

Line Item ID: 362-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

7

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$2,250

Budgeted Expenditures in SFY 2023

\$2,375

Budgeted Expenditures in SFY 2024

\$2,375

Total Expenditures

\$7,000

Status

Task Force Review

Line Item Comment from KSDE

Would you please clarify if this is SS contribution for support staff who previously received premium pay from ESSER II funding?

Line Item ID: 362-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

7

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$4,500

Budgeted Expenditures in SFY 2023

\$5,500

Budgeted Expenditures in SFY 2024

\$6,000

Total Expenditures

\$16,000

Status

Task Force Review

Line Item Comment from KSDE

Please provide more details about how staff qualify for this retention pay (i.e. continuously employed between January 2022-December 2022), please also explain how many staff are expected to receive this pay, how much each staff will receive, and how you plan to pay out the amount. Please also clarify whether or not the teachers union agreed to this retention pay.

Line Item ID: 362-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

7

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$21,000

Budgeted Expenditures in SFY 2024

\$21,000

Total Expenditures

\$42,000

Status

Task Force Review

Line Item Comment from KSDE

Please provide more details about the summer school program you plan to implement. Please also provide details about how many staff you expect to need and how many students you plan to have attend.

Line Item ID: 362-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

7

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$4,000

Budgeted Expenditures in SFY 2024

\$4,000

Total Expenditures

\$8,000

Status

Task Force Review

Line Item Comment from KSDE

Please provide more details about the summer school program you plan to implement. Please also provide details about how many staff you expect to need and how many students you plan to have attend.

Line Item ID: 362-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

7

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$20,000**Status**

Task Force Review

Line Item Comment from KSDE

Please provide more details about the after school program you plan to implement. Please also provide details about how many staff you expect to need and how many students you plan to have attend.

Line Item ID: 362-3-0014

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

Federal

Account Number

7

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,100**Budgeted Expenditures in SFY 2024** \$2,100**Total Expenditures** \$4,200**Status**

Task Force Review

Line Item Comment from KSDE

Please provide more details about the after school program you plan to implement. Please also provide details about how many staff you expect to need and how many students you plan to have attend.

Line Item ID: 362-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

7

Function Code

3100 - Food Service Operations

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$500**Budgeted Expenditures in SFY 2023** \$750**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$2,250**Status**

Task Force Review

Line Item Comment from KSDE

Would you please clarify if this is SS contribution for food service staff who previously received premium pay from ESSER II funding?

ESSER III APPLICATION FOR D0363

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>
Holcomb	305 Wiley, Holcomb, KS 678510008	Box 8, Holcomb, KS 678510008
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Scott Myers	Scott.Myers@usd363.com	(620) 277-2629

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Scott Myers	Superintendent	scott.myers@usd363.com	(620) 277-2629

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/1635513/USD_363_21-22_Back_to_School_Plan.pdf

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

From the onset of the pandemic, the Holcomb School System, USD 363, has worked closely with the Finney County Health Department, the Garden City School District, USD 457, and the Garden City Catholic School system to corroborate/coordinate pandemic statistics and mitigation efforts. Specifically, there is a standing weekly Thursday meeting via ZOOM where the County Indicators of the Pandemic are discussed, and the local data are shared. From these meetings, USD 363 examines the data and sets the Pandemic Response Level for the district for the next week. Our Levels span from Level One to Level Six. (Level One is "normal" schooling, and Level Six is "Full Remote Learning.")

Along with working with other local entities throughout the pandemic, the Holcomb School District has dedicated considerable funds to address the situation so as to do all we are able to stay in school with in-person learning. A hallmark of this plan has been the bringing on of additional professional staff members to work with the students in smaller student groupings. This simple yet powerful approach has allowed us to keep our students and staff members at CDC recommended distances. Along with this investment, we also have utilized other barriers to mitigate the spread of potential sickness. Plastic shields have been used to separate students when they aren't able to be three feet away from each other. This has proven to be effective.

The responses we take and implement are, once again, tied to our District Pandemic Learning Plan. As the numbers dictate a more severe response, we have moved to more and more restrictive responses so as to keep the spread of COVID in check, and we have been HIGHLY successful with this approach as we have not lost a single day of in-person schooling throughout the year 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

The principals of all of our attendance centers pulled together various groups of students (Student Councils and various Student Clubs and Organizations and Individual Grade-level Classes) to discuss the pandemic and the fact that we have ESSER III monies to utilize to help them with their academic experience and journey. Considering the different levels of sophistication found within the different ages of our students, these conversations were tailored to meet their development levels, and we were pleased with the level of engagement demonstrated by our students as they took part in these conversations. We were also pleased with the divergent thinking expressed by some of our students who came up with viable ideas for helping them that we simply had not considered. Many of the ideas actually fit into the socio-emotional part of the world (which makes perfect sense), and are worth pursuing with other funding even if the ESSER III money cannot be used to complete that particular purchase – second graders wanted an ice cream machine.

Along with the focus group approach we employed, the middle school principal and high school principal disseminated surveys to their students, asking them how best we might provide for their needs with these funds. Once again, we were pleased with the level of maturity and depth of thinking that went into the responses we received. It was particularly rewarding that the efforts we have been engaged in throughout all of this (bringing on additional people to address learning loss and to prop up the students emotionally) were mentioned by the students time and again as a positive way to help support their needs.

Stakeholder Feedback

Student Subgroups - Who are the individuals representing these subgroups?

We took a broad approach to this, seeking feedback from the student body as a whole. All subgroups of the district - ESL, Migrant, Homeless, Low SES, Ethnic/Racial - were represented as they are a part of the student body as a whole. This was achieved by sending all students in those two attendance centers a survey seeking their input on how we should best use the monies to help them with their schooling experience in light of COVID. Along with that, though, the principals engaged with Student Council to hone in on the thinking of the student bodies.

At the elementary levels, classroom discussions took place regarding this. Then as was the case with the secondary division of the district, the feedback gleaned was then discussed with the Student Council in the 3-5 building. The PreK-2 attendance center does not have a Student Council.

Families

We have worked closely with the families of our students throughout the pandemic. Besides simply keeping them informed of the steps we have taken to ensure a safe and secure learning environment for our students and staff members, we also have very purposefully engaged with our people to help us in developing our ESSER support plan. Specifically, we conducted surveys and also had this topic of importance as a focus during our Building Site Council Meetings, our Parent Teacher Conferences and our District-Wide Site Council Summit meetings.

The feedback we continually received from the families of our students revolved around providing extended and enhanced learning opportunities for our students and for increased efforts in our socio-emotional approach here in district. As for the learning opportunities, we expanded Summer School and also added personnel to work at all levels with specified supports within our MTSS program. As for the socio-emotional side of things, we brought on four dedicated para professionals to help keep the students up to speed with their work if they ever were quarantined or were COVID positive. Also, we added in two Student Advocate positions to work with students who might be struggling with their schoolwork or with their adjustment to the stressors of the day.

School and District Administrators including Special Education Administration

As would be predicted, the work around the Pandemic fairly well sucked the air out of the room for the administrators of the district. MANY hours of hard work has taken place to ensure we have responded in a manner that set our people up for success, academically and health wise. The administrative team has weekly meetings to discuss how we may best meet the needs of our students, so we simply added into the mix the pandemic's impact on everything, making sure to be forward leaning as we discussed possible approaches to provide for our people, students and staff alike. Along with these meetings, the pandemic and the district's response to the pandemic was a major part of the annual Leadership Retreat we took this last summer. Also, we made sure to complete the required Building Needs Assessments with the filter of meeting the needs of our people due to the pandemic.

From all of this scrutiny, we decided the best way forward to meet the needs of our students was to invest in expanding our Summer School and in bringing on additional personnel to work with the students on their academic deficiencies caused by the disruption to their learning. Likewise, we brought on additional people to provide emotional supports for our students.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

So as to glean the best possible set of options for providing for our students, the administrative team very carefully involved our school staff in discussions about that very topic on multiple occasions. The topic of better serving our students was the repeated theme of monthly faculty meetings, the School Improvement Council, meetings with the Holcomb Association of Teachers, Building Leadership Team meetings, Department meetings, and Grade level meetings.

As was the case with the administrative team's thoughts, the staff came back to the importance of providing additional supports for our students both academically and with their socio-emotional needs. Also, the feedback we consistently received and continue to receive is it is a boon to all to bring on additional staff members to work with students on their learning loss and to provide support for any emotional struggles the students may be facing. Along with this support, the staff also saw the benefit of expanding our Summer School to include as many students as possible, not just for those students who did not do particularly well during the past academic year.

Tribes

Referring to our School Management System, we discovered thirteen of our families (fifteen students) identify themselves as Native American. This makes up 1.5% of the district's student population. Invitations were sent to these families to take part in a focus group to discuss ways for us to serve the needs of their students. While only two of the families were able to attend the meeting we held, we did receive valuable feedback regarding serving their needs.

Specifically, both families expressed appreciation for the efforts we have put forth to address any academic challenges their children faced due to the pandemic. Of particular merit, both families mentioned how important it was for us to have offered our enhanced and expanded Summer School opportunity as it helped their children gain academic skills. Also, the families appreciated the extra supports we have implemented in providing for the socio-emotional needs of their students as these supports have provided a foundation of support for their children when they experienced times of emotional acceleration.

Along with these responses, one of the families also thought we should take a look at our communication methods as there was an instance where the family received a truancy letter from the district when the County Health Officer ordered their child to be quarantined for several days. Obviously, this was an oversight on our part, and I apologized to the family for this occurring. This information was valuable for us to receive as the last thing we want to do is to add to any feelings of angst ever, but this is particularly true during trying times such as the COVID era.

Lastly, the other family mentioned how important it would be for us to provide tutoring services for the PARENTS in both math and ELA. This way they would be better prepared to help their children succeed academically. This family also mentioned it would be beneficial for us to provide to the families information for assisting their children in the transition from the middle school to the high school, both academically and socially.

Civil Rights Organization including Disability Rights Organizations

We reached out to the local United Way Chapter and Mosaic, a disabilities rights center for residents of Finney County, with a survey seeking feedback regarding ideas to meet the needs of our students.

While we did not hear back from anyone from United Way, I did have a conversation with the Executive Director of Mosaic, and he fully supports the steps we have taken to benefit all of our students. Specifically, we will maintain our dedication to providing additional academic help to address any learning loss that might have occurred during the pandemic. Along those lines, we will keep in place our enhanced Summer School and keep on board our professionals who work individually with the students on their academic needs. Along with the academic supports, we are also dedicated to maintaining our approach to providing socio-emotional supports for our students. The Student Advocate positions we have brought on to work with students who are struggling emotionally will be maintained as we move forward from here.

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 pulled together individuals representing ELL, Migrant, Foster Care and Homeless students to discuss how we might best leverage our ESSER III dollars to advantage these students. Through this conversation, it was patently clear the people have appreciated our efforts in meeting the learning loss of these students through our enhanced Summer School and through the additional professionals we brought on to work individually with the students in any areas of learning loss. This was especially true in areas of ELA and math. They also expressed their appreciation for the efforts we have taken to address socio-emotional needs of our students. The Student Advocates and the additional paraprofessionals we brought to the district have made a real difference to the general wellbeing of the students, thus allowing them the foundation needed to flourish in the academic setting.

Student Subgroups - Who are the individuals representing these subgroups?

Throughout the second semester of this school year, our local Directors of the various special populations - ELL, Migrant, Foster Kids, Homeless - engaged directly with families/guardians of these students to get their opinions and thoughts on how we might best address any needs that have surfaced due to the ravages and disruptive nature of COVID. We particularly honed in on any learning loss that occurred in hopes of providing these students with additional services to assist them in the educational journeys. Then, once we had gathered our information, we held a special meeting with the Directors and the other administrators of the district to set our sights on creating plans to build on our previous successes in serving these special populations, looking to make any needed adjustments.

Provide the public the opportunity to provide input and take such input into account

Throughout the Pandemic, we have engaged with our stakeholders to gain perspective on what they feel is needed to address the overall well-being of our students, academic and emotionally alike. From these ongoing conversations, we developed our approach to enhance and expand our Summer School program and our bringing on additional professionals to work with our students regarding their learning loss. Also, we used this information to build and then implement a strong approach to the socio-emotional needs of our students, creating two Student Advocate positions and four Homebound Instructional Liaisons to work closely with any students who might be struggling due to the stressors of the situation.

Upon creating and implementing these strategies, we have very didactically worked to keep our people informed of our efforts and the successes and growth areas we have experienced. We did this through Site Council Meetings, during Parent Teacher Conferences, the District Site Council Summit Meeting and during the Board of Education meetings. During all of these venues, we hold open discussions about how our efforts are faring and then discuss how we might need to adjust things as we continue through all of this. These rich and robust conversations have led us to building strategies and approaches that have benefited our students and staff alike.

Two distinct themes presented themselves throughout the engagement efforts we put forth. First, the people of the district see the benefit and logic of expending ESSER III monies on efforts that directly impact the learning loss of the students. Also, the people definitely see the virtue of providing additional supports to our students in regards to the socio-emotional needs. We will definitely build on our past successes within these two areas and move forward in a way that strives to meet the individual needs of each and every student in our school system.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The pandemic has certainly taken its toll on our student body. This showed up both academically and through the sheer volume of disciplinary referrals we have experienced since the onset of the COVID Era.

Using Fast Bridge math data, the results within our ongoing assessing of our students' achievement has shown a downturn of success. Specifically, during the 2019-2020 school year, 47% of our 2nd – 12th graders showed up as experiencing "some or high risk." During 2020-2021 that percentage grew to be 50%, up by 3 percentage points in a year and half's time.

Similar results are found within our K- 1st grade Early Math program where 26% of our students were identified as having "some or high risk" in 2019-2020 and then grew to be 33% in 2020-2021.

Along with the math results we have experienced, our reading achievement results witnessed the same sort of slide. In 2019-2020 46% of our 2nd-12th graders were identified as having "some or high risk." By 2020-2021, that percentage grew to 52%!

Likewise, our K-1st grade Early Reading had 50% identified as having "some or high risk" in 2019-2020. In 2020-2021 that percentage grew to be 52%.

Along with this district data, the middle school quarterly F data grew in ways not seen in the past. During the 2019-2020 school year, there was an average of five F's per quarter earned by the student body. But, during the 2020-2021 school year that average grew to be TWENTY-EIGHT per quarter!

Along with the ravages COVID has had on our students' academic success, there has been an increase in instances in disciplinary issues across the entire district. Specifically, in the 2019-2020 school year across the district there were a grand total of fifteen days of ISS meted out to our student population, but in the 2021-2022 school year that number has grown to forty-two already for this school year, and we have another three months of school to go. Also, the sheer volume of instances of OSS went up during that same time period. In 2019-2020 there were five instances of OSS, but this school year has already seen a total number of fourteen OSS instances.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

The district is dedicated to strengthening our strategies we have implemented to address the learning loss of our student body. One approach has a direct impact on learning while our second strategy addresses socio-emotional needs of our students, thus providing them with the supports mentioned in "Maslow's Hierarchy of Needs" that must be present in order for a person to move up towards a state of "Self Actualization."

Academically, we will continue our efforts to enhance and expand our Summer School. In the past Summer School was pretty much voluntary, and we worked with the students who chose to attend. Starting last year, we examined our data and reached out and invited students to attend who had experienced learning loss, and we were pleased to have more students attend this learning opportunity than ever in the past. We will double down on these efforts to have even more students attend this learning opportunity so that we are able to continue to pinpoint the academic deficiencies of our students. This sets the students up for greater potential success as they come back to the school in August.

Along with this pointed effort, we plan to add to our approach of having additional professionals and paraprofessionals available to meet the needs of our students, particularly those students in Tiers Two and Three within our MTSS framework. We have expanded these efforts to the middle and high schools through the dedicated At-Risk Coordinator we brought on this past year. To help with all of this even more, we plan to bring on a middle /high school Academic Interventionist whose role will be to do an even deeper dive into the particular needs of each student who is struggling. This person will not only work with the students, but he will also provide supports to the middle school and high school teachers with strategies to facilitate academic growth in their classrooms.

As alluded to earlier, we are also dedicated to assisting our students with their socio-emotional health. Toward that end, we will maintain our two Student Advocate positions we created this past year, and we will maintain our extra paraprofessionals whose responsibilities include working with the students in smaller educational groups and being the go between with the families as the students miss school due to being quarantined or from testing positive to COVID. This simple yet powerful strategy was pivotal in keeping the students engaged with the school so that when they did return they didn't have to suffer through an extra acclimation period. They remained connected with the school and our staff. This has proven to be very important to the socio-emotional health of our students.

Along with this continued approach, we also are planning on bringing on an elementary art teacher who will function as a recreational therapist for our students. Having this dedicated professional working with our K-5 students will provide them with an outlet for their feelings and will help them deal with any potential disruptive trauma-based experiences they might be having. Providing this service will go a long way toward helping students regulate themselves when they are feeling accelerated. Along with this, though, we plan to outfit our two Sensory Rooms with a variety of therapeutic materials the students may use when in need to calm down. These overt approaches will have the impact of helping our students self-regulate, thus allowing them more time to engage in educational activities rather than having to deal with emotional outbursts.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

We will dedicate our remaining ARP ESSER funds to our enhanced and expanded June Summer School learning experience. Fortunately, we have the funds available to operate this portion of extended learning for the next two summers, so that helps us with honing our approaches to meeting the learning losses of our students. Along this line, we will continue our approach of inviting more students to attend these events and may even add in a "jump start" schooling approach in early August if it becomes evident there is a need for this sort of opportunity.

Also, we have plans to ramp up other "out of school" extended learning opportunities where we will be able to define the particular academic needs of our students who are not experiencing success. These tutoring events will be conducted by licensed teachers and will be personally built to meet the specific needs of the students who are participating.

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 a strong Individual Plan of Study program here in our district. As a part of that work, we closely follow all academic, attendance and socio-emotional data for each one of our students. This is done at the building level through the School Intervention Team (SIT). But, the data are also examined at a macro level at the building level as well. This examination allows us to see how our efforts are impacting each student but also allows us to get a thorough understanding how our strategies and approaches are working on a grander scale.

Specifically, we gather pre and post testing data as a part of our Summer School program, Academic Growth data through our use of Fast Bridge three times a year, and through tracking the grades of our students, looking especially for trends that show if our efforts are helping improve the situation. Along with the academic data we gather, we also gather office referral data, detention data, ISS data and OSS data. This information is considered at the individual student level and at the building level and ultimately at the district level.

Along with the academic data and the data associated with disciplinary referrals, we also gather attendance data and data generated from the students regarding their emotional health. Each day all of the students engage in assessing their "state of emotional health" and report their feelings through a variety of means throughout the district (Google doc, report to teacher etc). Once again, these data are examined at the individual level, the building level and at the district level. Specific actions are then taken to assist individual students in need and for the entire building if the situation warrants.

Our data orientation definitely leads us down the path toward determining if our interventions and strategies are having the intended impact, thus setting us up for an opportunity to adjust things if need be.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,272,173	\$0	\$1,272,173	ESSER III Allocations	\$254,435
Approved Total	\$470,409	\$0	\$470,409	Approved Total	\$272,514
Amount Left	\$801,764	\$0	\$801,764	Amount Still Needed	\$0
In Review Total	\$0	\$0	\$0	In Review Total	\$0
Amount Left	\$801,764	\$0	\$801,764	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
363-3-0001	Direct	True	1000	110	11A	\$19,800	Approved
363-3-0002	Direct	True	1000	120	11A	\$1,589	Approved
363-3-0003	Direct	True	1000	220	11A	\$1,636	Approved
363-3-0004	Direct	True	1000	260	11A	\$22	Approved
363-3-0005	Direct	True	1000	610	11A	\$800	Approved
363-3-0006	Direct	False	1000	110	10	\$43,000	Approved
363-3-0007	Direct	False	1000	220	10	\$3,290	Approved
363-3-0008	Direct	False	1000	260	10	\$43	Approved
363-3-0009	Direct	False	1000	210	10	\$6,864	Approved
363-3-0010	Direct	True	1000	120	10	\$188,550	Approved
363-3-0011	Direct	True	1000	220	10	\$14,424	Approved
363-3-0012	Direct	True	1000	260	10	\$189	Approved
363-3-0013	Direct	True	1000	210	10	\$45,504	Approved
363-3-0014	Direct	False	2660	120	3	\$40,000	Approved
363-3-0015	Direct	False	2660	220	3	\$3,060	Approved
363-3-0016	Direct	False	2660	260	3	\$40	Approved
363-3-0017	Direct	False	2660	210	3	\$6,864	Approved
363-3-0018	Direct	False	1000	110	16	\$37,000	Approved
363-3-0019	Direct	False	1000	120	16	\$14,000	Approved
363-3-0020	Direct	False	1000	220	16	\$3,902	Approved
363-3-0021	Direct	False	2100	110	16	\$1,500	Approved
363-3-0022	Direct	False	2100	120	16	\$1,500	Approved
363-3-0023	Direct	False	2100	220	16	\$230	Approved
363-3-0024	Direct	False	2200	110	16	\$500	Approved
363-3-0025	Direct	False	2200	220	16	\$39	Approved
363-3-0026	Direct	False	2300	110	16	\$500	Approved
363-3-0027	Direct	False	2300	120	16	\$1,000	Approved
363-3-0028	Direct	False	2300	220	16	\$115	Approved
363-3-0029	Direct	False	2400	110	16	\$2,000	Approved
363-3-0030	Direct	False	2400	120	16	\$3,000	Approved

363-3-0031	Direct	False	2400	220	16	\$383	Approved
363-3-0032	Direct	False	2500	120	16	\$2,000	Approved
363-3-0033	Direct	False	2500	220	16	\$153	Approved
363-3-0034	Direct	False	2600	120	16	\$12,500	Approved
363-3-0035	Direct	False	2600	220	16	\$956	Approved
363-3-0036	Direct	False	2700	120	16	\$6,500	Approved
363-3-0037	Direct	False	2700	220	16	\$497	Approved
363-3-0038	Direct	False	3100	120	16	\$6,000	Approved
363-3-0039	Direct	False	3100	220	16	\$459	Approved

Line Item Details

Line Item ID: 363-3-0001

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 -ESSER III

Account Number

34324

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$19,800
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$19,800</u>

Status

Approved

Line Item ID: 363-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Non Certified Salaries -ESSER III

Account Number

34327

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,589

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$1,589

Status

Approved

Line Item ID: 363-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

FICA -ESSER III

Account Number

34328

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,636

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$1,636

Status

Approved

Line Item ID: 363-3-0004

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-ESSER III

Account Number

34329

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$22

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$22

Status

Approved

Line Item ID: 363-3-0005

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 - ESSER III

Account Number

34332

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$800

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$800

Status

Approved

Line Item ID: 363-3-0006

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 -ESSER III

Account Number

34324

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$43,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$43,000

Status

Approved

Line Item Comment from KSDE

4/26 - Please clarify if you presently have an art instructor on staff who provides art instruction to elementary students. Is this position in addition to an art teacher already on staff?

Line Item ID: 363-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA -ESSER III

Account Number

34328

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,290

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$3,290

Status

Approved

Line Item ID: 363-3-0008

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

Unemployment-ESSER III

Account Number

34329

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$43

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$43

Status

Approved

Line Item ID: 363-3-0009

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

Fringe -ESSER III

Account Number

34333

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$6,864

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$6,864

Status

Approved

Line Item ID: 363-3-0010

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

Non Certified Salaries -ESSER III

Account Number

34327

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$188,550

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$188,550

Status

Approved

Line Item Comment from KSDE

Please describe the social emotional learning/curriculum associated with the Student Advocate program and a salary breakdown of staff.

Line Item ID: 363-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

FICA -ESSER III

Account Number

34328

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$14,424

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$14,424

Status

Approved

Line Item ID: 363-3-0012

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-ESSER III

Account Number

34329

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$189

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$189

Status

Approved

Line Item ID: 363-3-0013

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

Fringe -ESSER III

Account Number

34333

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$45,504

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$45,504

Status

Approved

Line Item ID: 363-3-0014

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

Non Cert Salary -ESSER III

Account Number

34334

Function Code

2660 - Security

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$40,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$40,000

Status

Approved

Line Item Comment from KSDE

4-26 - It is unclear how recent illegal activity relates specifically to Covid 19. Please describe the process of determining this relationship.

4-26 - Please describe the process of selecting a school resource officer to provide mental health supports and drug abuse education versus a social worker or other mental health professional.

Please describe the curriculum to be used by the SRO and if it is in addition to Health Education already provided by the district or in place of.

Line Item ID: 363-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA -ESSER III

Account Number

34335

Function Code

2660 - Security

Object Code

220 - Social Security Contributions

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,060

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$3,060

Status

Approved

Line Item ID: 363-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment-ESSER III

Account Number

34336

Function Code

2660 - Security

Object Code

260 - Unemployment Compensation

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$40

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$40

Status

Approved

Line Item ID: 363-3-0017

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

Fringe -ESSER III

Account Number

34337

Function Code

2660 - Security

Object Code

210 - Group Insurance

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$6,864

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$6,864

Status

Approved

Line Item ID: 363-3-0018

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

Certified Salaries -ESSER III

Account Number

34324

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$37,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$37,000**Status**

Approved

Line Item ID: 363-3-0019

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

Non Certified Salaries -ESSER III

Account Number

34327

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$14,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$14,000**Status**

Approved

Line Item ID: 363-3-0020

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

FICA -ESSER III

Account Number

34328

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,902

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$3,902**Status**

Approved

Line Item ID: 363-3-0021

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

Certified Salaries -ESSER III

Account Number

37338

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures\$1,500**Status**

Approved

Line Item ID: 363-3-0022

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

Non Certified Salaries -ESSER III

Account Number

37339

Function Code

2100 - Support Services (Students)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$1,500

Status

Approved

Line Item ID: 363-3-0023

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

FICA -ESSER III

Account Number

34342

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$230

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$230

Status

Approved

Line Item ID: 363-3-0024

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries -ESSER III

Account Number

34343

Function Code

2200 - Support Services (Instructional Staff)

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$500

Status

Approved

Line Item ID: 363-3-0025

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA -ESSER III

Account Number

34344

Function Code

2200 - Support Services (Instructional Staff)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$39

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$39

Status

Approved

Line Item ID: 363-3-0026

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries -ESSER III

Account Number

34346

Function Code

2300 - Support Services (General Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$500

Status

Approved

Line Item ID: 363-3-0027

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

Non Certified Salaries -ESSER III

Account Number

34347

Function Code

2300 - Support Services (General Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$1,000

Status

Approved

Line Item ID: 363-3-0028

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA -ESSER III

Account Number

34348

Function Code

2300 - Support Services (General Administration)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$115

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$115

Status

Approved

Line Item ID: 363-3-0029

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salaries -ESSER III

Account Number

34349

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$2,000

Status

Approved

Line Item ID: 363-3-0030

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

Non Certified Salaries -ESSER III

Account Number

34351

Function Code

2400 - Support Services (School Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$3,000

Status

Approved

Line Item ID: 363-3-0031

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA -ESSER III

Account Number

34352

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$383

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$383

Status

Approved

Line Item ID: 363-3-0032

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

Non Certified Salaries -ESSER III

Account Number

34353

Function Code

2500 - Central Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$2,000

Status

Approved

Line Item ID: 363-3-0033

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA -ESSER III

Account Number

34354

Function Code

2500 - Central Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$153

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$153

Status

Approved

Line Item ID: 363-3-0034

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

Non Certified Salaries -ESSER III

Account Number

34334

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$12,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$12,500

Status

Approved

Line Item ID: 363-3-0035

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

FICA -ESSER III

Account Number

34335

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$956

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$956

Status

Approved

Line Item ID: 363-3-0036

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

Non Certified Salaries -ESSER III

Account Number

34355

Function Code

2700 - Student Transportation Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,500**Status**

Approved

Line Item ID: 363-3-0037

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

FICA -ESSER III

Account Number

34356

Function Code

2700 - Student Transportation Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$497**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$497**Status**

Approved

Line Item ID: 363-3-0038

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

Non Certified Salaries -ESSER III

Account Number

34357

Function Code

3100 - Food Service Operations

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,000**Status**

Approved

Line Item ID: 363-3-0039

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

FICA -ESSER III

Account Number

34358

Function Code

3100 - Food Service Operations

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$459**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$459**Status**

Approved

ESSER III APPLICATION FOR D0365

Status

Task Force Review

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Garnett	305 N. Oak, Garnett, KS 66032	PO Box 328, Garnett, KS 66032
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Donald Blome	supt@usd365.org	(785) 448-6155

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Don Blome	Superintendent	supt@usd365.org	(785) 448-6155

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/121/esseri-iii-districtplanforsafereeturntoin-personinstruction_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?

Garnett USD #365 will work closely with the local health department, Kansas Department of Health and Environment, and educational agencies to remain up-to-date on all new guidance, variant risk, and updated mitigation strategies to remain in an in-class learning environment. One goal is to effectively deal with COVID mitigation in our school district and work with other school district to limit the spread of COVID through events and activities. We will do what is necessary to remain 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

In developing our ESSER plan, we conducted a survey and met with student leaders to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest from our students:

- Increase the opportunity for after school tutoring
- Provide credit recovery online and after school, possibly a class period
- Provide additional social emotional supports and behavior support were priority with student leadership .

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

Families

In developing our ESSER support plan, we have conducted parent/community surveys (59% of the respondent identified as parents) 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:

- Provide summer school for students, including opportunity for field experiences
- Provide opportunities for after-school tutoring and credit recovery. (52.6% of all responders felt this was a top priority.)
- Provide social emotional supports and family involvement. (46.9% of all respondents felt this was a priority)

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 have 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 data from our various population groups.

In discussing the ESSER III application with district administrators, including special education administration, overwhelmingly they supported some type of premium pay (retention or signing incentive) in order to keep good quality staff. So many other private businesses are raising their pay scales, it is hard to compete and keep our staff in place. This is especially difficult with paraeducators, custodians, and bus drivers. While incentives are important, the other point of emphasis was a well-organized curriculum and included research and review of multi-tiered systems of support. The district will also utilized ESSER III funds to continue to align the district curriculum and spend time in the summer reviewing current MTSS needs and visions. Data shows a decline in achievement among special needs students, USD 365 will encourage additional learning opportunities including summer school, etc.

The following have been determined as most important to address in our district.

- Providing summer school opportunities. It will be especially important to encourage special need student's participation as assessment scores declined for this population during COVID.
- Provide a well aligned and updated curriculum. This was a top priority as indicated by special education staff.
- Maintain and improve the opportunities for student assess to a help room during the school day.
- Provide funding for retention incentives through premium pay for all staff. This was also a high priority for special education.
- Provide social emotion supports, which includes a facilitator to organize, offer supports, and establish supports for staff, students, and families.
- Provide opportunities for staff by provided professional development in effective practices.

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 others.

Teacher and principals, including the union were focused on premium pay opportunities. During negotiations, language was added to the agreement to pay up to \$1000 in retention incentives for the 2021-2022 school year, this was accomplished with ESSER II funds. The district was encouraged to continue this funding support and possibly increase the amount to \$1500. As with district administration and special education administration, it is becoming more difficult to compete with local private entities when it comes to salary and compensation.

Another area of concern is student behavior. The district recently purchased, through ESSER II funds the Character Strong programming. We will continue this strategy during the ESSER III funding. Summer learning and instructional support were also important (receiving 42.3% and 37.1% support) as per the ESSER III survey.

Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

- The need for summer school programs, including the opportunity for field experiences.
- The need for additional support form after-school tutoring and help during the school.
- A need for professional development opportunities for staff, especially in social emotional awareness's.
- A need for a well aligned curriculum and allotted time to develop curriculum.
- Ability to retain and incentivize a quality teaching staff.
- Provide instructional coaching and curriculum coaches to enhance the instructional delivery methods.
- Increase social emotional training for staff, outlets for students (and staff), and facilitate a well-organized effort.
- Provide transportation for summer school opportunities, especially for field experience programs.
- Build a technical infrastructure that can aide in the support of student learning and enhancing student learning opportunities. (Example: maintaining a one-to-one environment for learning devices, if practical a community wide Wi-Fi, etc.)

Tribes

In a review of our student information system, we have no known students who reported as members of a tribe, however we had a few (less than 10) that identified as native American. There are no tribal groups in our county, however we were able to reach out to members of the Cherokee Nations. During those discussions, the following strategies were viewed as the greatest benefit to them:

- A well developed curriculum (This was indicated as the highest priority).
- After school tutoring opportunities for all student grade levels.
- Providing instructional and/or curriculum coaches was a priority.
- Summer school was a priority, but not a top priority.
- Premium pay was discussed in length and had considerable support. It was highly encouraged that retention pay or incentives be for all staff levels including licensed, classified, transportation, and administration.

Civil Rights Organization including Disability Rights Organizations

While we don't have any civil rights organizations in our school district, we have discussed issues related to students with disabilities with local staff and special education staff. We also contact the Disability Rights Center for Kansas. The following statement was sent (Lane Williams):

Thank you for your email requesting our input on your use of the 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. 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.

Our district also provides annual training for all staff on Section 504 and reporting. During those discussions, the following strategies were perceived as the greatest benefit to students with disability.

- Provide students the opportunity to attend summer school, especially special needs students.
- Develop after-school enrichment and tutoring sessions for students with disabilities
- Provide social emotions supports for students with disabilities, particularly emotional supports.

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have conducted a survey and have engaged individuals (special education administration and staff, local foster care operator, homeless liaison) who are connected with homeless, students with disabilities and foster care students. Also, the following statement was sent (Lane Williams): Thank you for your email requesting our input on your use of the 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. 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. Through those surveys and conversations, it was clear that the following supports were most needed.

- Social emotional opportunities for students and professional development for staff.
- Summer enrichment as well as after school programs.
- Opportunity to access a help room during the school days.
- Opportunities to technology that may not be otherwise available to these populations.

You will see that these suggestions are reflective in the plan we developed.

Provide the public the opportunity to provide input and take such input into account

The public was provided the opportunity to provide input via survey and one on one communication. Overwhelming support was expressed for summer school, after-school programs, social emotional opportunities as well as retention incentives for staff. We also had a few responses very critical of the ESSER funding and utilizing the funds at all.

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.

Garnett USD #365 schools have been open for in-person learning for the last year and half since COVID first hit in 2020. The district enrollment Pre-K through 12 is approximately 978 students district wide. Other than the semester schools were shut-down by order of the governor, we have worked through remaining opening with effective mitigation strategies, including cleaning, masking, air quality control, and distancing. During the 2020-2021 school year, students could choose remote learning after meetings were held with parents on the requirement of going remote. Overall, very few students chose remote learning.

The district experienced some learning loss as indicated on local assessments. Most notable was students entering the testing grade level, indication shows a decline in assessment scores over the past few years, however those same students showed growth from fall through spring MAPPs testing. The district is also concerned about graduation rates and students with disabilities.

Probably most notable is the effect on mental health and social emotional learning. For lack of a better word, kids (including parents) seem to be less tolerant, less ambitious, and more irritable.

While USD #365 will continue to use mitigation strategies to maintain COVID at low levels within the school communities, we will also put emphasis in the following areas: mental health (social/emotional), curriculum alignment and tier support, retaining high quality teaching and support staff, etc.

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 identified (from our stakeholder engagement and data review) the following evidence based practices to implement that utilize a minimum of 20% of our ESSER III funds:

Instructional Coaches

All teachers improve their practice by responding to observations by peers relative to indicators of effective teaching and classroom management. Utilizing an effective instructional coaching system and tutoring program will assist all staff with desired learning outcomes.

What are the evidence-based practices connected to instructional coaching?

<https://ies.ed.gov/>

EvidenceReviewandEffectivePracticesBriefs.pdf (centeril.org) Page 5

\$120,000

Data Driven Decision Making

The district will use Exact Path to make data driven decisions on student progress and support needs under multi-tier systems of support. Instructional Teams review the results of unit pre-/post tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). The district will utilize Exact Path and MAPS assessment to assist with multi-tier support.

EvidenceReviewandEffectivePracticesBriefs.pdf (centeril.org) Page 7, 57-60

\$40,500

Curriculum Alignment

All teachers are guided by a well-developed document that aligns standards, curriculum, instruction, and assessment. Lesson plans are based on aligned units of instruction.

Teachers will have an opportunity to work on curriculum during the summer and will be compensated according to the negotiated agreement.

EvidenceReviewandEffectivePracticesBriefs.pdf (centeril.org)Page 9, 50-53, 61-69

\$185,000

Summer School

The school provides all students extended learning opportunities (e.g., summer bridge programs, afterschool and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation. The summer school program will have an emphasis on field experiences – especially for elementary school students, students with disabilities and those classified as homeless and/or foster care.

REL Ask A REL | What is the effectiveness of summer school or an extended school year in improving math, reading, or social and emotional knowledge or skills?

<https://ies.ed.gov/>

\$105,000

After-School Tutoring

The school provides all students with academic supports (e.g., tutoring, cocurricular activities, tiered interventions) to keep them on track for graduation.

EvidenceReviewandEffectivePracticesBriefs.pdf (centeril.org) Page 23, 146-151

\$13,000

Help Room

(Academic Support Program)

The school provides all students with academic supports (e.g., tutoring, cocurricular activities, tiered interventions) to keep them on track for graduation.

EvidenceReviewandEffectivePracticesBriefs.pdf (centeril.org) Page 23, 146-151

\$50,000

Technology for enhanced classroom experience

Provide schools with resources, training, and support for technology and data management. This would include the purchase of hardware to support student learning. Also, provides training for implementation of learning enhancement tools (software). Hattie's recent effect size results suggest moderate impact of Computer Assisted Instruction; however, it is possible that ensuring alignment with standards can contribute to more positive impacts. In addition, recent computer-based assessments for learning show strong results for this form of formative assessment for personalizing learning. (Shute & Rahimi, 2017).

EvidenceReviewandEffectivePracticesBriefs.pdf (centeril.org)Page 9, 12-13, 86-93

\$140,735

Social/Emotional Learning

District schools provide instruction, modeling, classroom norms, and caring attention that promotes students' self-respect, management of emotions, concern for others, and responsibility. The district will support the social/emotional program with the utilization of a social emotional facilitator.

EvidenceReviewandEffectivePracticesBriefs.pdf (centeril.org) Page 18, 113-116

\$124,000

Professional Development

Staff professional development will be a priority for several years. PD opportunities will touch on a variety of areas including (but not limited to): social/emotional learning, teaching strategies, curriculum enhancement and development, At-Risk, trauma informed, etc. Innovative Schools Summit will be a possible opportunity.

Reviewing the evidence on how teacher professional development affects student achievement (ed.gov)

<https://ies.ed.gov/>

EvidenceReviewandEffectivePracticesBriefs.pdf (centeril.org) Pages 5, 18

\$65,000

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The remain funds will be spent on a) professional development opportunities for teaching staff as part of their building needs and as determined by the goals established by the administration and board of education. b)technology that will assist the students in eliminate learning loss and providing each student the opportunity to access digital media assistant type of programming, especially special needs populations including homeless/foster care c)providing incentive pay for all staff (licensed and classified (including transportation). Retaining quality employees has become increasingly difficult during the pandemic. School employees are dedicated individuals that are extremely hard to replace if lost to other opportunities, d) purchase of data gathering software (Educlimber) to better understand and tract student achievement, which is especially important to prevent learning loss due to the pandemic, e) hiring and retaining a social/emotional facilitator that monitors student issues, facilitates social and emotional strategies, supports staff in implementing strategies and provides planning for other behavioral supports, f)provide transportation for summer school students to attend field experience instructional opportunities that may not be available to student due to family or other economical means.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The district will monitor success outcomes of ESSER funding within the normal data systems utilized on a regular basis. The district will continue the use of Kansas assessments, NWEA MAP, and ACT results to measure achievement. Additionally, the district will measure attendance rates and continuously monitor credits needed for graduation by high school students. The district will also utilized Kansas Communities That Care data as well as local data from Character Strong to monitor social emotional needs. The district will monitor all students and particular with needs (special, disability, economic, and community groups).

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,613,555	\$0	\$1,613,555	ESSER III Allocations	\$322,711
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,613,555	\$0	\$1,613,555	Amount Still Needed	\$322,711
In Review Total	\$1,608,555	\$0	\$1,608,555	In Review Total	\$763,685
Amount Left	\$5,000	\$0	\$5,000	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
365-3-0001	Direct	True	1000	110	12	\$90,000	Task Force Review
365-3-0002	Direct	True	1000	120	12	\$15,000	Task Force Review
365-3-0003	Direct	True	1000	110	12	\$16,000	Task Force Review
365-3-0004	Direct	True	1000	120	12	\$7,000	Task Force Review
365-3-0005	Direct	True	1000	110	12	\$95,000	Task Force Review
365-3-0006	Direct	True	1000	120	12	\$50,000	Task Force Review
365-3-0007	Direct	True	1000	220	12	\$45,000	Task Force Review
365-3-0008	Direct	True	1000	260	12	\$15,000	Task Force Review
365-3-0009	Direct	True	1000	670	12	\$40,500	Task Force Review
365-3-0010	Direct	True	1000	651	12	\$10,500	Task Force Review
365-3-0011	Direct	True	1000	321	3	\$65,000	Task Force Review
365-3-0012	Direct	True	1000	734	9	\$140,735	Task Force Review
365-3-0013	Direct	True	2100	111	10	\$124,000	Task Force Review
365-3-0014	Direct	True	2100	210	10	\$18,200	Task Force Review
365-3-0015	Direct	True	2100	220	10	\$3,500	Task Force Review
365-3-0016	Direct	True	2100	260	10	\$2,250	Task Force Review
365-3-0017	Direct	True	2100	290	10	\$6,000	Task Force Review
365-3-0018	Direct	True	2700	120	11A	\$20,000	Task Force Review
365-3-0019	Direct	False	2700	220	11A	\$2,400	Task Force Review
365-3-0020	Direct	False	2700	260	11A	\$1,500	Task Force Review
365-3-0021	Direct	False	2700	270	11A	\$750	Task Force Review
365-3-0022	Direct	False	1000	735	3	\$27,220	Task Force Review
365-3-0023	Direct	False	1000	110	16	\$341,250	Task Force Review
365-3-0024	Direct	False	1000	120	16	\$276,750	Task Force Review
365-3-0025	Direct	False	2700	120	16	\$75,000	Task Force Review
365-3-0026	Direct	False	1000	300	12	\$120,000	Task Force Review

Line Item Details

Line Item ID: 365-3-0001

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

23

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$20,000

Budgeted Expenditures in SFY 2023

\$35,000

Budgeted Expenditures in SFY 2024

\$35,000

Total Expenditures

\$90,000

Status

Task Force Review

Line Item Comment from KSDE

Could you provide additional information regarding how many teachers will be provided for summer school and how many students you are anticipating?

Line Item ID: 365-3-0002

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

23

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$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

Could you provide additional information in terms of how many non-certified staff will be providing summer school and how many students you are anticipating?

Line Item ID: 365-3-0003

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

23

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$8,000

Budgeted Expenditures in SFY 2023

\$8,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$16,000

Status

Task Force Review

Line Item Comment from KSDE

Could you provide more information about how you calculated this amount? (e.g. # of teachers @ what hourly rate for how many hours?)

Line Item ID: 365-3-0004

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

23

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$3,500

Budgeted Expenditures in SFY 2023

\$3,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$7,000

Status

Task Force Review

Line Item Comment from KSDE

Could you provide more information regarding how you arrived at this amount?

Line Item ID: 365-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

23

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$40,000

Budgeted Expenditures in SFY 2023

\$35,000

Budgeted Expenditures in SFY 2024

\$20,000

Total Expenditures

\$95,000

Status

Task Force Review

Line Item Comment from KSDE

This item does not qualify as part of the 20% Learning Loss Set Aside as it does not specifically address most impacted subgroups.

Line Item ID: 365-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

23

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$25,000

Budgeted Expenditures in SFY 2023

\$25,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$50,000

Status

Task Force Review

Line Item ID: 365-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

23

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$20,000

Budgeted Expenditures in SFY 2023

\$20,000

Budgeted Expenditures in SFY 2024

\$5,000

Total Expenditures

\$45,000

Status

Task Force Review

Line Item ID: 365-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

23

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$6,000

Budgeted Expenditures in SFY 2023

\$6,000

Budgeted Expenditures in SFY 2024

\$3,000

Total Expenditures

\$15,000

Status

Task Force Review

Line Item ID: 365-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

23

Function Code

1000 - Instruction

Object Code

670 - Testing Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$13,500

Budgeted Expenditures in SFY 2023

\$13,500

Budgeted Expenditures in SFY 2024

\$13,500

Total Expenditures

\$40,500

Status

Task Force Review

Line Item ID: 365-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

23

Function Code

1000 - Instruction

Object Code

651 - Films/Videos

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

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

\$3,500

Total Expenditures

\$10,500

Status

Task Force Review

Line Item ID: 365-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

23

Function Code

1000 - Instruction

Object Code321 - Instructional Programs
Improvement Services**Allowable Use**3 - Providing principals and other
school leaders with resources to
address individual school needs.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$25,000

Budgeted Expenditures in SFY 2023

\$25,000

Budgeted Expenditures in SFY 2024

\$15,000

Total Expenditures

\$65,000

Status

Task Force Review

Line Item Comment from KSDE

Please provide further detail regarding the PD.

Line Item ID: 365-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

23

Function Code

1000 - Instruction

Object Code

734 - Technology -Related Hardware

Allowable Use9 - Purchasing educational technology
(including hardware, software, and
connectivity) for the LEA's students.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$47,000

Budgeted Expenditures in SFY 2023

\$47,000

Budgeted Expenditures in SFY 2024

\$46,735

Total Expenditures

\$140,735

Status

Task Force Review

Line Item Comment from KSDE

This item does not qualify as part of the 20% Learning Loss Set Aside.

Line Item ID: 365-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

23

Function Code

2100 - Support Services (Students)

Object Code

111 - Full-Time Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$59,000

Budgeted Expenditures in SFY 2023

\$60,000

Budgeted Expenditures in SFY 2024

\$5,000

Total Expenditures\$124,000**Status**

Task Force Review

Line Item ID: 365-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

23

Function Code

2100 - Support Services (Students)

Object Code

210 - Group Insurance

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$8,200

Budgeted Expenditures in SFY 2023

\$8,500

Budgeted Expenditures in SFY 2024

\$1,500

Total Expenditures\$18,200**Status**

Task Force Review

Line Item ID: 365-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

23

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$1,500

Budgeted Expenditures in SFY 2023

\$1,500

Budgeted Expenditures in SFY 2024

\$500

Total Expenditures

\$3,500

Status

Task Force Review

Line Item ID: 365-3-0016

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

23

Function Code

2100 - Support Services (Students)

Object Code

260 - Unemployment Compensation

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$1,000

Budgeted Expenditures in SFY 2023

\$1,000

Budgeted Expenditures in SFY 2024

\$250

Total Expenditures

\$2,250

Status

Task Force Review

Line Item ID: 365-3-0017

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

23

Function Code

2100 - Support Services (Students)

Object Code

290 - Other Employee Benefits

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$2,500

Budgeted Expenditures in SFY 2023

\$2,500

Budgeted Expenditures in SFY 2024

\$1,000

Total Expenditures

\$6,000

Status

Task Force Review

Line Item ID: 365-3-0018

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

23

Function Code

2700 - Student Transportation Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$5,000

Budgeted Expenditures in SFY 2023

\$7,500

Budgeted Expenditures in SFY 2024

\$7,500

Total Expenditures

\$20,000

Status

Task Force Review

Line Item Comment from KSDE

Could you provide a breakdown of how you calculated this cost? e.g. # of drivers/aides/trips @ what rate

Line Item ID: 365-3-0019

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

23

Function Code

2700 - Student Transportation Services

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$800

Budgeted Expenditures in SFY 2023

\$800

Budgeted Expenditures in SFY 2024

\$800

Total Expenditures

\$2,400

Status

Task Force Review

Line Item ID: 365-3-0020

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

23

Function Code

2700 - Student Transportation Services

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$500

Budgeted Expenditures in SFY 2023

\$500

Budgeted Expenditures in SFY 2024

\$500

Total Expenditures

\$1,500

Status

Task Force Review

Line Item ID: 365-3-0021

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

23

Function Code

2700 - Student Transportation Services

Object Code

270 - Worker's Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$250

Budgeted Expenditures in SFY 2023

\$250

Budgeted Expenditures in SFY 2024

\$250

Total Expenditures

\$750

Status

Task Force Review

Line Item ID: 365-3-0022

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

23

Function Code

1000 - Instruction

Object Code

735 - Technology -Related Software

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$8,220

Budgeted Expenditures in SFY 2023

\$9,000

Budgeted Expenditures in SFY 2024

\$10,000

Total Expenditures

\$27,220

Status

Task Force Review

Line Item ID: 365-3-0023

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

23

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$136,500**Budgeted Expenditures in SFY 2023** \$136,500**Budgeted Expenditures in SFY 2024** \$68,250**Total Expenditures** \$341,250**Status**

Task Force Review

Line Item Comment from KSDE

Could you provide the breakdown of how you calculated this cost? e.g. # of fulltime/parttime certified staff @ what rate?

Line Item ID: 365-3-0024

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

23

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$110,700**Budgeted Expenditures in SFY 2023** \$110,700**Budgeted Expenditures in SFY 2024** \$55,350**Total Expenditures** \$276,750**Status**

Task Force Review

Line Item Comment from KSDE

Could you provide a breakdown of how you calculated this cost? e.g. # of non-certified staff @ what rate

Line Item ID: 365-3-0025

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

23

Function Code

2700 - Student Transportation Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$25,000**Budgeted Expenditures in SFY 2023** \$25,000**Budgeted Expenditures in SFY 2024** \$25,000**Total Expenditures** \$75,000**Status**

Task Force Review

Line Item Comment from KSDE

Could you provide a breakdown of how you calculated this cost? e.g. # of drivers/transportation staff @ what rate

Line Item ID: 365-3-0026

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

23

Function Code

1000 - Instruction

Object Code

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$40,000**Budgeted Expenditures in SFY 2023** \$40,000**Budgeted Expenditures in SFY 2024** \$40,000**Total Expenditures** \$120,000**Status**

Task Force Review

Line Item Comment from KSDE

Could you provide a breakdown of how you calculated this cost? e.g. # of instructional coaches @ what rate

ESSER III APPLICATION FOR D0382

Status

Task Force Review

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Pratt	401 S. Hamilton, Pratt, KS 67124	401 S. Hamilton, Pratt, KS 67124
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Tony Helfrich	tony.helfrich@usd382.com	(620) 672-4500

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Tony Helfrich	Superintendent	tony.helfrich@usd382.com	(620) 672-4500
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
linda.kumberg@usd382.com		linda.kumberg@usd382.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.usd382.com/vimages/shared/vnews/stories/60e47025e2189/ESSERIII-DistrictPlanForSafeReturnToIn-Pratt%20USD%20382.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?

With funds from a previous application the district is purchasing necessary PPE and cleaning supplies and equipment to effectively prevent the spread of disease per CDC recommendations.

On this application, we seek to add ventilation for our welding shop area, which will allow 6 foot social distancing for students. This will also increase air turnover rates in those areas. The district is also allocating dollars to renovate current HVAC systems in our Pedigo shop area. These systems are operational but do not bring in outside air. With new systems we will increase air turnover and bring in outside air, which is a significant mitigation for the spread of disease. Our PreK and central office currently uses window units and the district is allocating dollars to partially cover the renovation of those systems so they would be forced air units and have an efficient air turnover rate.

The district is allocating dollars to upgrade the software on our video surveillance system which will allow us to contact trace after a covid-positive case is identified more efficiently. Masking is part of the protocol (when we are designated in our Amber zone) and building principals can better enforce masking to mitigate disease spread.

The district has added personnel manpower hours for the direction of covid mitigation efforts. This position maintains symptom tracker information, coordinates with the county emergency management officer and the county health department, and issues updates for parents and staff.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

The superintendent met with students through their participation on building site councils and as part of a student advisory group that meets with the superintendent. For the student advisory group, we include students from each sub-group (socio-economic status, gender, and race) on the middle school and high school advisory groups. The superintendent explained the funding streams and the parameters for use. Students indicated an appreciation for the improvements to HVAC that were done to increase air turnover in the early rounds of pandemic funding. They also expressed appreciation for additional para support to help struggling students with recovery from quarantines. They expressed appreciation for our emphasis on learning loss recovery and developing core skills for students.

Families

All families had an opportunity to submit a response to a survey, administered in September, for the purpose of determining local support for some possible uses of ESSER dollars. These results were made available to the board and helped shape the development of the ESSER III priorities. The superintendent met with each school's building site council and the district site council. These councils are made up of parents from the respective schools. With each group, the superintendent explained how the first two rounds of pandemic funding had been spent, showing detailed expenditures. For ESSER II, the superintendent showed the application form for eligible projected expenses. The superintendent then relayed draft priorities for the ESSER III application. The councils enthusiastically supported the use of dollars to add a social-emotional coordinator position at the middle school. They challenged us to also have that position cover high school needs as well. They supported all efforts to help improve core skills that have been diminished by the pandemic. They support a new reading curriculum instead of sticking to our current cycle, so we implement a curriculum best suited to provide reading instruction and intervention. The site councils were also very supportive of using pandemic dollars to renovate two HVAC systems in order to provide increased disease mitigation.

School and District Administrators including Special Education Administration

The superintendent briefed the assistant superintendent and interlocal director on the process for gathering input. The superintendent sought names for a special education focus group to elicit feedback from as well. The superintendent briefed the building administration teams on the pandemic dollars available and the team first brainstormed and then refined the list of priorities for the dollars. From there, the superintendent met with building site councils, which also include administrators, and, with that input, the priorities were further developed before presenting to the board of education leadership.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The superintendent briefed the building administration teams on the pandemic dollars available and the team first brainstormed and then refined the list of priorities for the dollars. From there, the superintendent met with building site councils, which also include administrators, and, with that input, the priorities were further developed before presenting to the board of education leadership. Building leadership teams, these all include teachers for each building, were briefed at the first step in the process to explain funding uses and projected priorities. Building leadership teams include union and non-union member teachers. Building teams consistently asked for additional para support to aid student academic recovery from extended absences due to quarantines. The superintendent meets with the Pratt National Education Association (PNEA) team on an as needed basis throughout the year separate from negotiations. The superintendent briefed the PNEA team and sought input on the development of ESSER priorities and the plan. The PNEA team expressed interest in retention pay being part of the program at the 2021 negotiations and again in meetings during this year. That was included in the ESSER III program requests. All teachers were also given the survey on priorities for the district in the Fall of 2021. This survey helped steer some of the priorities for the ESSER III application.

Tribes

Our district boundaries do not overlap with any tribal lands nor does Pratt USD 382 explicitly serve students living on tribal grounds. We did draw a focus group of parents of children identifying as Native-American. Our building principals each selected 6 parent groups and they were invited to participate in the forum. I met with this group of parents on 2/10/22. In this meeting, I first detailed how we have spent and plans for spending from ESSER I and ESSER II sources. I then reviewed our tentative spending plan and sought input and suggestions.

From this group, the following were consensus wishes to see during our ESSER funding period:

Providing summer school opportunities for students in K-8 grades.

Parents of high school students expressed support for tutoring to facilitate credit recovery.

Providing a social-emotional coordinator at the middle and high school levels to respond to increasing needs in this area.

Moving to a reading curriculum, which would better support ELL children and children with dyslexia. This group, especially, saw the learning loss during the pandemic, which exacerbated the need for a more responsive curriculum with evidence-based results.

This group expressed concern about retaining our staff even though we are a rural school. They expressed a wish that we use ESSER dollars to retain our staff during these next two years.

Civil Rights Organization including Disability Rights Organizations

Pratt's student population has 8% identifying as Hispanic. I sent inquiries to the Mexican American Legal and Educational Defense Fund but did not receive responses back. Besides having representation on the superintendent student advisory group and getting that input, the superintendent also met with the district's ESL coordinator who has high contact with the district's Hispanic community. The goal is to get more ESL para support. The superintendent also put together a focus group of parents who specifically had a child with a disability. The superintendent explained the various rounds of pandemic funding and explained the current thinking behind the district's priorities. He then solicited input on the ESSER III application. He received a push to look at dyslexia support materials--we plan to add this with dollars toward a reading curriculum--and to look at adding music therapy for autistic students. He is getting further input at a later date on that. This group also expressed support for any reconfigurations which would open up added space at the elementary in order to better accommodate students with high needs.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

The superintendent and principals meet regularly with the ESL coordinator and we seek input for those needs. The ESL coordinator has requested additional para support. This is part of the plan. In the previous question, we addressed gaining input from a special education focus group. For homeless students, the superintendent met with the building principals and counselors to discuss best uses of ESSER dollars for students experiencing homelessness or migratory students. We also submitted a budget specific for those requests under McKinley-Vento. We prioritized debit cards for supplies and transportation expenses to expedite those students continuing to participate in activities. At the 2/10/22 meeting, the group included parents of children who both identified as Native American and Hispanic. We specifically invited multiple parents whose children qualify as ELL, but we were not able to gain their attendance at the meeting.

Provide the public the opportunity to provide input and take such input into account

We have assembled a community survey with board of education input. That survey was distributed on our facebook page and sent on our schoolreach text message service. We received input from over 400 patrons to add as input on priorities. This helped us understand some facilities needs in relation to disease mitigation. The public is also included in our district site council with representation from non-parent groups.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We are still seeing the impact of the school closures during the 4th quarter of the 2019-20 school year. We used full remote learning and we experienced severe learning loss with our students that showed up on our assessments early in the 2020-21 school year along with anecdotal reporting of teachers. During the 2020-21 school year and the first semester of the 2021-22 school year have seen quarantine levels consistently run at 4% of our student population and above. We have seen spikes to 10%. Moreover, we used a modified quarantine procedure for our elementary classrooms and we have had up to 20% of classrooms in modified quarantines at specific moments during the first quarter of the 2021-22 school year. Absenteeism has run at a higher percentage. Teachers have reported the challenges here. We experience that students do little work while on quarantines. We do see greater impacts on students in poverty as they are typically getting less support during remote instructional periods. We have 1,150 students and we have a Title I elementary school. We typically have 40-50% of our student population qualifying for free and reduced lunches.

At our middle school, we are seeing more social-emotional issues which is resulting in increased office referrals and suspensions. This is leading to less instructional time with these students and that increases learning loss. At the high school level, we are seeing increased despondency and that is leading to students simply being falling far behind in academics as they struggle to cope with waning motivation.

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 our ESSER II funds for the purpose of summer learning and extended day opportunities. We developed an intensive program and bring in 20% of each grade level, who are identified by our assessments, and we worked to fill in learning gaps for these students with targeted instruction. We did this K-4. We also are providing transportation in order to increase the participation numbers.

With our ESSER III application we are using our funds to purchase evidence-based curriculum for our reading program. We specifically want to address phonics with our program. We also believe our students who have dyslexia have experienced greater learning losses so we want to specifically address those needs. We also want to extend the use of Lexia with our middle school students to address learning needs. Students assigned to attend after school tutoring will also use these programs. We are using ESSER II and ESSER III funds to pay for an MTSS coordinator at our middle school to manage the assessment and assignment of students for these intervention programs.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Within our normal reading curriculum, we want to use a portion of our ESSER III funds to address some shortfalls in the areas of phonics and dyslexia support. We will purchase a reading curriculum which more easily adapts to support remote learning when that is necessary for brief periods. We will purchase laptops that support necessary remote learning platforms and our intervention programs. We want to add a staff position to address social-emotional learning needs of our middle school positions. This position will coordinate our social-emotional program and develop interventions specific to our targeted students. We will improve ventilation in our shop area by installing new HVAC, which will bring in outside air, thereby increasing our air turnover, a major mitigation for disease spread. We are also installing a new ventilation system for our welding area, which will allow us to create social distancing in our welding shop--an area when students have longer learning blocks. We are setting aside some dollars to assist in the HVAC renovation of our old high school. We will convert the building to an intermediate school (it currently houses our central office and our preschool). It has window unit AC and radiator heat so this will give us air turnover and filtration, important disease mitigators. We want to target our contact tracing so we will update our video surveillance software to a program which will allow us to more efficiently determine students in quarantine and enforce masking requirements. With the pandemic, staffing has been a paramount challenge. We are using ESSER III dollars to provide premium pay to both our classified and certified employees with the goal to keep our buildings fully staffed.

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.

Several of our ESSER II & III priorities are specific to adding personnel for a multi-tiered system of support program at our middle school and social -emotional support at our middle school. We already had these programs in place at our elementary but we have added them at our middle school to address these needs. The students in need of these services disproportionately represent our low-income families, ESL students, students in foster care or coming under our McKinley-Vento homeless program. Our ESL coordinator is adding a para for these needs. But, all of our programs will assist all targeted students. A disproportionately high number will come from low-income families, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migrant students.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,766,374	\$0	\$1,766,374	ESSER III Allocations	\$353,275
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,766,374	\$0	\$1,766,374	Amount Still Needed	\$353,275
In Review Total	\$1,721,374	\$0	\$1,721,374	In Review Total	\$860,000
Amount Left	\$45,000	\$0	\$45,000	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
382-3-0001	Direct	True	1000	644	12	\$300,000	Task Force Review
382-3-0002	Direct	True	1000	653	12	\$35,000	Task Force Review
382-3-0003	Direct	True	1000	111	12	\$45,000	Task Force Review
382-3-0004	Direct	True	1000	120	12	\$60,000	Task Force Review
382-3-0005	Direct	True	1000	700	9	\$180,000	Task Force Review
382-3-0006	Direct	True	1000	111	12	\$140,000	Task Force Review
382-3-0007	Direct	True	1000	644	12	\$30,000	Task Force Review
382-3-0008	Direct	True	1000	111	12	\$70,000	Task Force Review
382-3-0009	Direct	False	2600	700	13	\$60,000	Task Force Review
382-3-0010	Direct	False	2600	700	14	\$100,000	Task Force Review
382-3-0011	Direct	False	2600	700	14	\$439,374	Task Force Review
382-3-0012	Direct	False	2130	700	15	\$62,000	Task Force Review
382-3-0013	Direct	False	1000	100	16	\$200,000	Task Force Review

Line Item Details

Line Item ID: 382-3-0001

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

Textbooks

Account Number

75 E 1000 644 0000 000

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$300,000

Total Expenditures

\$300,000

Status

Task Force Review

Line Item ID: 382-3-0002

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

Tech Related Supplies

Account Number

75 E 1000 650 0000 000

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$35,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$35,000

Status

Task Force Review

Line Item ID: 382-3-0003

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 - Certified Staff

Account Number

75 E 1000 111 0000 000

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$15,000

Budgeted Expenditures in SFY 2023

\$15,000

Budgeted Expenditures in SFY 2024

\$15,000

Total Expenditures

\$45,000

Status

Task Force Review

Line Item ID: 382-3-0004

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 - Classified Staff

Account Number

75 E 1000 120 0000 000

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$20,000

Budgeted Expenditures in SFY 2023

\$20,000

Budgeted Expenditures in SFY 2024

\$20,000

Total Expenditures

\$60,000

Status

Task Force Review

Line Item ID: 382-3-0005

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

Technology Related Equipment

Account Number

75 E 1000 700 0000 000

Function Code

1000 - Instruction

Object Code

700 - PROPERTY

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$90,000

Budgeted Expenditures in SFY 2024

\$90,000

Total Expenditures

\$180,000

Status

Task Force Review

Line Item ID: 382-3-0006

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

Salaries - Certified Staff

Account Number

75 E 1000 111 0000 000

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$70,000

Budgeted Expenditures in SFY 2024

\$70,000

Total Expenditures

\$140,000

Status

Task Force Review

Line Item ID: 382-3-0007

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

Textbooks

Account Number

75 E 1000 644 0000 000

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$10,000

Budgeted Expenditures in SFY 2023

\$10,000

Budgeted Expenditures in SFY 2024

\$10,000

Total Expenditures

\$30,000

Status

Task Force Review

Line Item ID: 382-3-0008

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

Salaries - Certified Staff

Account Number

75 E 1000 111 0000 000

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$70,000

Total Expenditures

\$70,000

Status

Task Force Review

Line Item ID: 382-3-0009

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

Property

Account Number

75 E 2600 700 0000 000

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$60,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$60,000**Status**

Task Force Review

Line Item Comment from KSDE

This is a capital improvement and requires the necessary paperwork

Line Item ID: 382-3-0010

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

Property

Account Number

75 E 2600 700 0000 000

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

700 - PROPERTY

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$100,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$100,000**Status**

Task Force Review

Line Item Comment from KSDE

? This is a capital improvement and requires the necessary paperwork

Line Item ID: 382-3-0011

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

Property

Account Number

75 E 2600 700 0000 000

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

700 - PROPERTY

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$439,374

Total Expenditures

\$439,374

Status

Task Force Review

Line Item ID: 382-3-0012

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

Testing & Tracing Equipment

Account Number

75 E 2130 700 0000 000

Function Code

2130 - Health Services

Object Code

700 - PROPERTY

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$62,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$62,000

Status

Task Force Review

Line Item Comment from KSDE

This is a capital improvement and requires the necessary paperwork

Line Item ID: 382-3-0013

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

Salaries

Account Number

75 E 1000 100 0000 000

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.

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

ESSER III APPLICATION FOR D0384

Status

Task Force Review

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Blue Valley	3 Ram Way, Randolph, KS 66554	Box 98, Randolph, KS 66554
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
John Cox	jcox@usd384.org	(785) 293-5256

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
John Cox	Superintendent	jcox@usd384.org	(785) 293-5256

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://5il.co/udx3>

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 384 is working closely with our local county health department, our local education service center, neighboring school districts, and KSDE to remain up-to-date on guidance related to safely operating in-person learning for the school year. Our ability to remain open last year is in large part due to following this guidance. All available ESSER III funds 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

In developing the ESSER plan, the USD 384 Superintendent met with students council groups of the middle and high schools. This also included the student leadership committee. The meetings were held to gain feedback on how the student would like to have the funds spent to enhance learning. A survey was sent to all students, including former USD 384 graduates in our community. Students and the community were asked to provide feedback about what should be included in the USD384 ESSER plan. They indicated these as their top needs: 1. Technology improvements, 2. Additional behavioral support and intervention programs, and 3. After-school tutoring programs. These items were taken into account when the plan was developed.

Families

USD 384 held building site council meetings and a district site council community meeting to review ESSER III funds and review needs where the funds can best be used. A few people showed up at these meetings. In an attempt to get broader feedback from stakeholders, we conducted a community survey. There were 116 responses to the survey. The breakdown included 45 parents, 10 district staff, 2 community members, and 58 student responses. The data collected from the community survey clustered tightly and revealed the top priority with 64 replies or 56.1% support technology Improvements. The use of ESSER funds supports all the items listed in the data collected.

School and District Administrators including Special Education Administration

USD 384 is a small district with 258 students. All building administrators had input in developing the ESSER III plan. The district also collaborated with the TLEC director to ensure our ESSER III plan supported the needs of all populations of students.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

USD 384 collaborated with multiple stakeholder groups, including staff, students, parents, administration, and state organizations, to develop the USD 384 ESSER plan. We had scheduled meetings with certified and classified staff. The District Site Council met, and the district sent a survey to all stakeholders, parents, students, teachers, and the community at large to collect feedback. Our plans are reflective of those meetings and surveys. Highlights of these collaborative conversations include:

- 1.) The USD 384 Site Council comprised of parents, teachers, building administration and district level staff, met on two occasions, once in the fall and once in the spring to discuss how the money should be used to enhance our student educational experience.
- 2.) Teachers and support staff met during the scheduled monthly staff meeting to discuss changing from the Reading Counts (RC) to the Accelerated Reading (AR) programs. Classified and certified staff collaborated on the adoption of this. It was ordered because of the greater benefits to the student in finding reading material at their independent level to close the gaps in reading ability.
- 3.) A committee of teachers and classified staff was formed to review the feasibility of an afterschool program to allow for tutoring and student and family support. It was determined after the first meeting that at this time, it was not in the best interest of the district to proceed with this plan.
- 4.) During the District Leadership Team (DLT) meeting, it was discussed and decided to hold parent informational boot camps to engage parents in learning the systems and processes used to instruct their students. The DLT is comprised of NEA representatives, teachers, build administration, and district level staff was determined based on anecdotal feedback that parents struggle to help their students with schoolwork. This will help close the learning gap and provide resources for the community.
- 5.) The USD 384 DLT met monthly since September 2021 and discussed having family activities nights to engage students and parents in activities that will help bridge the gaps in existing knowledge. The DLT discussed taking trips that would be open to the family, such as taking nature hikes and trips to museums, etc. The intent is to close background knowledge gaps in our students and to promote social-emotional wellness because of the lack of activities that were allowed over the last 18 months during the pandemic.
- 6.) USD 384 held two district community nights during high school and middle school activities to encourage participation in schools and gather feedback. This night was designed to engage parents and community stakeholders, including business owners, extended family, and the general public. The crowds returned to the school, but the feedback was not what was expected. Most people wanted to attend and watch the event rather than talk about ways to help their students. Little feedback was obtained from this activity.

These topics were all discussed and developed using input from all USD 384 school staff, district leadership, and community feedback to develop the USD 384 ESSER III plan.

Survey Results: <https://drive.google.com/file/d/16fjGXbh2dGRndsS1qfelidPv35Gi1EPs/view?usp=sharing>

Tribes

Our school information system, PowerSchool, indicates that we do not have any students enrolled in the district who are connected to a tribe.

Civil Rights Organization including Disability Rights Organizations

USD 384 reached out to the following groups in our area and region to gain feedback regarding the use of funds to best meet the needs of students as it relates to their civil rights: 1. United Way of Geary County, Kansas, 2. Disability Rights Center of Kansas Topeka, Kansas, and 3. Kansas Human Rights Commission - Topeka, Kansas.

At the time of this report, we have not heard back from anyone. We have still implemented the following supports, which we believe will benefit all populations of our students: Support 1 - We will improve technology district-wide to enhance WiFi service on campus and update existing devices to meet the need of current users. Support 2 - We will hire an additional para-educator to provide support for students' social-emotional needs when in crisis to help them regulate and get back to class.

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 we looked at our data in, PowerSchool, our student information system, the data indicated that Blue Valley School District does not have ELL students. USD 384 does not have any migratory students. The students who are identified as homeless are those who are living with a relative. We sent surveys to KVC of Kansas and Saint Francis Ministries as we have a small number of foster families in our district. We have not had any response at the time of this report. USD 384 also silent a survey to the community members to garner community input. We reached out to our community and other organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of our students that represent the various subgroups. Some of the top feedback was: 1. Technology improvements, 2. Additional behavioral support and intervention programs, and 3. After-school tutoring programs. These items and others were taken into account with developing our ESSER Plan.

Provide the public the opportunity to provide input and take such input into account

We held a site council meeting for those that could attend. USD 384 is a rural school district with students and families living some distance from school attendance centers. Because of this, we conducted a community survey to gather input into the districts needs from a public perspective on December 14th, 2021. To get more input, we conducted a community survey. There were 116 responses to the survey. The breakdown included 45 parents, 10 district staff, 2 community members, and 58 student responses. The data collected from the community survey clustered tightly and revealed the top priority with 64 replies or 56.1% support technology Improvements. With 51 responses or 44.7% support HVAC upgrades across the district, 47 or 41.2% additional behavioral interventions, 46 responses or 44.7% support classroom air purifying devices in each HVAC unit. Additionally, 45 responses or 39.5% supported supplementary instruction material and resources, 44 responses or 38.6% supported improving transportation, 40 responses or 35.1% supported expanded social-emotional support/mental health services. The survey's remaining items include 36 responses, or 31.6% supported afterschool tutoring programs, 33 responses or 28.9% supported additional support staff, and 26 responses or 22.8% supported summer learning programs.

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.

Blue Valley USD 384 began the 2021 school year in session with no remote learning option. Our biggest challenge has been student and staff absences due to quarantines that contribute to learning loss for students. Our IT infrastructure was upgraded to provide a WiFi signal outside each building. Additional seating was placed on each campus as an outside classroom. Additional evening custodial staff were hired to clean every building's high-frequency touchpoints.

Every student has been traumatized by the pandemic. There has been an increase in student behavioral incidents, poor motivation, and a lack of empathy for what others are going through, noticed at all grade levels. Our school counselor was assigned to our elementary school to support the students and staff on a daily basis.

We opened a preschool for 3 and 4-year-old at-risk students to help get students better prepared for kindergarten. We want to ensure students have a strong start as they prepare for kindergarten. We hired a full-time Pre-K early education/special education teacher and two paraeducators to work with students in the building.

Mental health concerns are another concern we are facing. To support our students and staff better, we added an additional school counselor at the middle school/high school campus. We also added an SEL component with the purchase of a new ELA curriculum. We haven't seen the impact of these lessons yet, but expect to see a reduction in behavior problems and more empathy among 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)

We have a before and after school program at the elementary school grades. We currently use Reading Counts and are moving towards implementing the Accelerated Reading program to improve literacy skills and streamline library services to make it easier for students to find books at their level. Once completed, we will expand it to the secondary readers. This change is supported by evidence to include:

Justice LM, Pullen PC. Promising Interventions for Promoting Emergent Literacy Skills: Three Evidence-Based Approaches. *Topics in Early Childhood Special Education*. 2003;23(3):99-113. doi:10.1177/02711214030230030101

Johnson, R. A., & Howard, C. A. (2003). The effects of the Accelerated Reader program on the reading comprehension of pupils in grades three, four, and five. *The Reading Matrix*, 3(3)

Paul, T., Vanderzee, D., Rue, T., & Swanson, S. (1996). Impact of the Accelerated Reader Technology-Based Literacy Program on Overall Academic Achievement and School Attendance

Another strategy is to provide high-quality professional learning opportunities and support for staff aligned with known learning gaps and assessment skills. Those would include improving literacy skills and effectively using technology and other resources to drive student learning. These are supported by evidence to include:

Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33(8), 315. <http://www.jstor.org/stable/3699979>

Gillespie, K., & Jenkins, S. (2019). Check for understanding 65 classroom ready tactics: Formative assessment made easy. LULU Publishing SERVICES.

Speck, M., & Knipe, C. (Eds.). (2005). *Why Can't We Get It Right?: Designing High-Quality Professional Development for Standards-Based Schools*. Corwin Press.

Guskey, T. R. (2002). Professional development and teacher change. *Teachers and teaching*, 8(3), 381-391

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

USD 384 staff have gone above and beyond what has been expected during the pandemic. To keep staff from leaving our district and the field of education, the district provided incentive pay to all staff. I was approved through the Board of Education and the teacher's association before making the premium payment.

Using the data collected from the community survey, we decided to purchase four Promethean boards for the high school to be placed in the core subject classrooms. We also provided training to all staff on how to use them properly. Staff are routinely covering for others and it is important to be able to use the available technology even if it isn't in your classroom. We took the opportunity to update all teacher laptops so that they are all within three years old of each other. The last time this was done was about eight years ago.

ESSER funds will be used to address professional learning opportunities. This would help address student learning loss and continue to and support through the local service center. The district will also enhance its Literacy program by adding the accelerated reading program and providing afterschool tutoring to students needing support.

Due to the continuing pandemic, USD 384 has retained additional custodial staff to manage the cleaning of all buildings. We will continue to use this service and order supplies to address building cleanliness to reduce the spread of the COVID virus. The district will also improve interior air quality by adding HVAC using to existing heating equipment and installing PlasmaPURE air cleaning devices on each existing HVAC unit.

Behaviors have increased in schools due to the stress associated with the pandemic. The district will start a behavior intervention room for general education students to help them find success and provide the possible mental health services they need. The program will be at the high school and potentially the elementary school to support general education students with behavioral problems.

USD 384 has partnered with Greenbush to provide mental health support to staff. The district would also like to provide basic mental health training for staff to identify students in crisis and become more trauma-informed in handling the situations.

Additionally, the district would provide additional tables and chairs in all buildings to get students off the floor for meal service at the elementary and HS/MS while maintaining proper social distance. The total amount for these expenditures would not exceed the USD 384 allocated amount of \$164,884 from the ESSER III funds.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Blue Valley USD 384 ESSER III developed a plan with key stakeholders in our community, including our local special education cooperative, our education service center, staff, administration, students, and the community. We wanted a plan that addressed and maintained an essential focus on the specific needs of all students and staff and the general needs of our community. Collaborating and planning with a diverse group helped to ensure we stayed focused on that goal. Our conversation is ongoing and is revised as often as needed.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$164,888	\$0	\$164,888	ESSER III Allocations	\$32,978
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$164,888	\$0	\$164,888	Amount Still Needed	\$32,978
In Review Total	\$164,888	\$0	\$164,888	In Review Total	\$37,978
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
384-3-0001	Direct	False	1000	151	16	\$50,500	Task Force Review
384-3-0002	Direct	False	1000	736	9	\$19,888	Task Force Review
384-3-0003	Direct	False	1000	736	9	\$10,500	Task Force Review
384-3-0004	Direct	False	1000	330	11B	\$2,006	Task Force Review
384-3-0005	Direct	True	1000	110	11A	\$37,978	Task Force Review
384-3-0007	Direct	False	1000	700	14	\$25,216	Task Force Review
384-3-0008	Direct	False	1000	110	11B	\$9,000	Task Force Review
384-3-0009	Direct	False	1000	600	10	\$9,800	Task Force Review

Line Item Details

Line Item ID: 384-3-0001

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

General fund

Account Number

06-2600-6100

Function Code

1000 - Instruction

Object Code

151 - Additional compensation paid to teachers

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$50,500

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$50,500

Status

Task Force Review

Line Item Comment from KSDE

From applicant: premium pay, already paid out at beginning of the school year, December 15 paycheck, \$500 paid to all part time staff, \$1000 paid to all full time staff. The BVEA agreed to in advance of this one-time payment, 51 staff members received either the full or 1/2 payment.

Line Item ID: 384-3-0002

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

General fund

Account Number

06-2600-6100

Function Code

1000 - Instruction

Object Code

736 - Computers and Related Equipment (Including Software if bought as a package)

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$19,888

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$19,888

Status

Task Force Review

Line Item Comment from KSDE

From narrative: we decided to purchase four Promethean boards for the high school to be placed in the core subject classrooms. We also provided training to all staff on how to use them properly. Staff are routinely covering for others and it is important to be able to use the available technology even if it isn't in your classroom. From applicant: added technology, every elementary and middle school classroom has a board to be able to communicate with students that may be doing class from home due to quarantine.

Line Item ID: 384-3-0003

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

General fund

Account Number

06-2600-6100

Function Code

1000 - Instruction

Object Code

736 - Computers and Related Equipment (Including Software if bought as a package)

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$10,500

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$10,500**Status**

Task Force Review

Line Item Comment from KSDE

From narrative: We took the opportunity to update all teacher laptops so that they are all within three years old of each other. From applicant: old laptops were not using zoom correctly so laptops were needed to effectively provide school during the pandemic for online classes

Line Item ID: 384-3-0004

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

General fund

Account Number

06-2600-6100

Function Code

1000 - Instruction

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021

\$2,006

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$2,006**Status**

Task Force Review

Line Item Comment from KSDE

From applicant: provided PD to staff for training on assessment, working toward assessing students more effectively in order to identify areas that students may be struggling due to the pandemic.

Line Item ID: 384-3-0005

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

General fund

Account Number

06-2600-6100

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$27,978

Budgeted Expenditures in SFY 2022

\$10,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$37,978

Status

Task Force Review

Line Item Comment from KSDE

From applicant: We currently use Reading Counts and are moving towards implementing the Accelerated Reading program to improve literacy skills lost to covid and streamline library services to make it easier for students to find books at their level.

Line Item ID: 384-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

General fund

Account Number

06-2600-6100

Function Code

1000 - Instruction

Object Code

700 - PROPERTY

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Budgeted Expenditures in SFY 2021

\$25,216

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$25,216

Status

Task Force Review

Line Item Comment from KSDE

From applicant: pure ozone ionizers to attach to existing hvac to kill bacteria and virus and assist with cleaning and sanitation.

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 384-3-0008

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

General fund

Account Number

06-2600-6100

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021

\$9,000

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$9,000

Status

Task Force Review

Line Item ID: 384-3-0009

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

General Fund

Account Number

06-2600-6100

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$9,800

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$9,800

Status

Task Force Review

ESSER III APPLICATION FOR D0387

Status

Task Force Review

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Altoona-Midway	20584 US 75 Hwy, Buffalo, KS 66717	20584 US 75 Hwy, Buffalo, KS 66717
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Mike Kastle	mkastle@usd387.org	(620) 537-7721

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Mike Kastle	Interim Superintendent	mkastle@usd387.org	(620) 537-7721

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

www.usd387.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?

Staff will be hired to support classroom instructors, to make it possible for students to be spread apart to accomplish social distancing. Fulltime substitutes will be hired to allow for more consistency in classroom instruction and help with eliminating learning loss.

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 among the student leadership of the Altoona Midway High School to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest from those students. I met with the student council of Altoona Midway High School which represents all four classes plus all student organizations (forensics, pep club, FFA, FCCLA), and is represented by our diverse enrollment (African American).

Families

We have worked closely with our families in developing our ESSER support plan. We have conducted a parent / community survey 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 following items in our ESSER plan.

An opportunity to enroll and pay bills on line received a great deal of support from the community (65% of those who responded)

Performance pay for staff was highly popular among all stakeholders (62%)

More para support for students gained over 50% from those who responded.

School and District Administrators including Special Education Administration

Our administration team (all three of us) have met regularly to review the needs of our student and staff population both at the building and district level. These meetings have included a review of survey 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.

Performance pay for all staff members

Full time substitutes

Classroom aides and additional bus drivers

We 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 district worked directly with our school district bargaining unit to address funding needs and to ensure they met the needs of students, staff, and community. The negotiations were approved with zero no votes to the agreement. The district also collaborated with classified staff to ensure that ESSER III was considered to address their willingness to work for the district during this time. In this small district with two fulltime administrators and a part time administrator meetings were held to ensure that all parties were in agreement as to the plan.

Tribes

While our student information system did not indicate we had any tribal students in our district, we attempted to reach out to the Executive Director of Native American Affairs. After numerous attempts with no response we abandoned this effort.

Civil Rights Organization including Disability Rights Organizations

We reached out to the following civil rights organizations in our state / region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights. ACLU - Kansas and Kansas Human Rights Commission.

While we did hear back from the ACLU they did not wish to offer any recommendations for use of funds. we still plan to implement the following supports which we believe will benefit all populations of our students. Full-time substitute teachers, Additional para-educators in the classroom; Technology aides

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 a survey and have also engaged in conversations with student who fall into these subgroups. In reviewing our student information system, we confirmed that we serve 40 students with disabilities with the bulk of them being speech and language, 0 children experiencing homelessness, 1 students in foster care, 0 migratory students, 0 children who are incarcerated, 70 children who we consider underserved (receiving free lunches). Where representation in each group occurs, we have contacted the families of these students directly and asked for their feedback. Additionally, we conducted a survey and visited in conversations directly with students who met the criteria for these subgroups. It was clear from these conversations and feedback for students and stakeholder that the following supports were most needed:

-Performance pay for staff was considered a very high priority.

-The students in USD 387 realize the importance of hiring and keeping quality staff members.

-Acquiring more support staff (para's) was second among this group of students

-Providing a safe and clean environment was the third most important item among our student leaders.

Provide the public the opportunity to provide input and take such input into account

: In place of a community meeting a survey was made available on the district website and offered to all patrons to participate in. Only a few citizens elected to participate but results were positive to district recommendations. RESULTS INCLUDE: Of the 76 people who responded 74% supported premium pay for staff; 69% supported additional staff in the areas of fulltime substitutes and para educators. 72% supported the concept of using technology for enrollment and bill paying.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The impact of COVID-19 on our student population was mostly social and emotional. We did see a decline in student test scores on Aimsweb testing. Student test scores were lower across the board from 2019 fall testing to 2022 winter testing. Data indicated a decrease in scores at all levels in the areas of math and reading. Student discipline issues increased once students were back in the school setting while required to wear masks.

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)

Learning loss due to the COVID-19 pandemic will be addressed with summer learning opportunities* being offered to all children in grades P-K to 8. To further mitigate the impact of learning loss due to the COVID-19 pandemic, additional classroom aides have been hired as well as two full time substitute teachers to give better consistency and continuity for student learning when the classroom teacher is absent. Additionally a curriculum based support program will be used to supplement the classroom instruction and can be used online if necessary. Another learning loss mitigation measure we will use includes Credit Recovery online courses, which will be made available to those students who struggled during the time period that students and staff were separated due to COVID-19. Funds will be used to provide performance pay for staff, hiring of full time substitutes, full time classroom aides, additional bus drivers and a technology aid to supervise online learning. Research and evidence supporting these measures is included below.

S. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. *Education Digest: Essential Readings Condensed For Quick Review*, 77(6), 47–52. Retrieved from https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf

Terzian, M., & Moore, K. A. (2009). What works for summer learning programs for low-income children and youth: Preliminary lessons from experimental evaluations of social interventions. Washington, DC. Author. Retrieved from <https://www.childtrends.org/wp-content/uploads/2009/09/2009-41WWSummerLearning.pdf>

Browne, D. (2013). Think summer: Early planning, teacher support boost summer learning programs. *Journal of Staff Development*, 34(6), 46–49. Retrieved from <https://learningforward.org/docs/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

Bottoms, G., & Anthony, K. (June, 2005). Raising achievement and improving graduation rates: How nine High Schools That Work sites are doing it. Southern Regional Education Board.

Watson, J., & Gemin, B., (2008). Using on-line learning for at-risk students and credit recovery. Vienna, VA: North American Council for Online Learning. Retrieved from http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf

*Implement summer learning programs and credit recovery services (district wide) - KSDE approved EBPs *Provide research 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>

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Funds will be used to provide performance pay for staff, hiring of fulltime substitutes, fulltime classroom aides, additional bus drivers and a technology aid to supervise online learning.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our ESSER III plan was developed collaboratively with all key stakeholders in the Altoona Midway School District including students, staff, and administrators. As well as these stakeholders KSDE, the local service center, and special education cooperative personnel were consulted. 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 maintain an important focus on addressing the specific needs of all student and staff. We continue to monitor and have conversations with all stakeholders to ensure that our decisions are still supported and well founded.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$388,726	\$0	\$388,726	ESSER III Allocations	\$77,746
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$388,726	\$0	\$388,726	Amount Still Needed	\$77,746
In Review Total	\$388,726	\$0	\$388,726	In Review Total	\$80,400
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
387-3-0001	Direct	True	1000	110	11A	\$72,000	Task Force Review
387-3-0002	Direct	True	2000	120	1A	\$8,400	Task Force Review
387-3-0003	Direct	False	1000	110	1A	\$81,000	Task Force Review
387-3-0004	Direct	False	2000	120	1A	\$40,326	Task Force Review
387-3-0005	Direct	False	2100	112	1A	\$120,000	Task Force Review
387-3-0006	Direct	False	2124	653	1A	\$27,000	Task Force Review
387-3-0007	Direct	False	2100	122	1A	\$40,000	Task Force Review

Line Item Details

Line Item ID: 387-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Federal Funds

Account Number

07

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$24,000

Budgeted Expenditures in SFY 2023

\$24,000

Budgeted Expenditures in SFY 2024

\$24,000

Total Expenditures\$72,000**Status**

Task Force Review

Line Item Comment from KSDE

4/21/22 General field trip costs are not an allowable ESSER expense. In order for this to be eligible, particularly as it relates to the 20%, please describe how they relate to learning loss in vulnerable populations due to Covid-19 disruptions.

Please briefly describe the number of students to attend the summer learning program and the potential dates of attendance. Also, please describe the enrichment activities and field trips as they relate to learning loss in vulnerable populations due to Covid 19 disruptions.

Line Item ID: 387-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

07

Function Code

2000 - Support Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$2,800

Budgeted Expenditures in SFY 2023

\$2,800

Budgeted Expenditures in SFY 2024

\$2,800

Total Expenditures\$8,400**Status**

Task Force Review

Line Item Comment from KSDE

4/25 - Because this is part of the 20%, please clarify the educational nature of the field trips and the relationship to recouping learning loss due to Covid-19 disruptions.

Line Item ID: 387-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

07

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$27,000**Budgeted Expenditures in SFY 2023** \$27,000**Budgeted Expenditures in SFY 2024** \$27,000**Total Expenditures** \$81,000**Status**

Task Force Review

Line Item Comment from KSDE

Please indicate the amount to be paid per individual.

Line Item ID: 387-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

07

Function Code

2000 - Support Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$14,000**Budgeted Expenditures in SFY 2023** \$13,326**Budgeted Expenditures in SFY 2024** \$13,000**Total Expenditures** \$40,326**Status**

Task Force Review

Line Item Comment from KSDE

Please indicate the amount to be given per individual.

Line Item ID: 387-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

07

Function Code

2100 - Support Services (Students)

Object Code

112 - Full-Time Substitutes' Salaries for Certified Staff

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$40,000**Budgeted Expenditures in SFY 2023** \$40,000**Budgeted Expenditures in SFY 2024** \$40,000**Total Expenditures** \$120,000**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, "Funds will be used to provide performance pay for staff, hiring of fulltime substitutes, fulltime classroom aides, additional bus drivers and a technology aid to supervise online learning."

Line Item ID: 387-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Federal

Account Number

7

Function Code

2124 - Information Services

Object Code

653 - Software

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$17,000**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$5,000**Total Expenditures** \$27,000**Status**

Task Force Review

Line Item Comment from KSDE

4/25 - Please describe the system currently in place. Do parents have an option for online enrollment presently?

Per narrative, "We have worked closely with our families in developing our ESSER support plan. We have conducted a parent / community survey 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 following items in our ESSER plan.

An opportunity to enroll and pay bills on line received a great deal of support from the community (65% of those who responded)"

Allocation Type

Direct Allocation

Is this 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

2100 - Support Services (Students)

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$20,000
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$40,000</u>

Status

Task Force Review

Line Item Comment from KSDE

4/21/22 Is this a substitute referred to in your narrative? Do students regularly attend online courses while in the building?

Please clarify the role of this position.

ESSER III APPLICATION FOR D0419

Status

Task Force Review

KSDE Application Comments

20% - KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Canton-Galva	109 S. Main, Canton, KS 674280317	P.O. Box 317, Canton, KS 674280317
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jim Struber	struberj@usd419.org	(620) 628-4901

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jim Struber	Superintendent	struberj@usd419.org	(620) 628-4901
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Cheryl Boesker	boeskerc@usd419.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://drive.google.com/file/d/1wfuTfoWSq3N93n6A1LDMJZat9KFML7YJ/view?usp=sharing>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

The ESSER I and ESSER II grant monies for our school district were used for several different, though critical need areas during the COVID-19 pandemic. Our remaining ESSER II monies are still being allocated in these areas during the remainder of this school year and the next (22-23). For instance, we revamped our instructional methods, technology, and software to assist in transitioning to remote or hybrid learning models, if needed. We hired or provided stipends, to existing faculty/staff to facilitate and coordinate educational efforts with remote or quarantined learners. Our calendar was revised last school year (20-21) to allow for additional faculty/staff preparation for possible hybrid/remote teaching environments. We made some minor, needed tweaks to assist us this year. Our school district also purchased PPE supplies – gloves, masks, sanitizer, sanitizing machines, desks, tables, desk/table partitions, other equipment, signage, etc., to allow for students to safely return to school. This past summer, we developed and offered a counseling program for elementary and secondary students, an opportunity for summer school/credit recovery/reading tutorials for our elementary and secondary students, and with ESSER II and ESSER III monies we plan on continuing to offer these programs during the summers of 22, 23, and 24. We are also planning on introducing an after school program at the elementary school to provide student supports starting in the 22-23 school year.

This school year, 2021-22, we hired an at-risk coordinator at the junior/senior high school. ESSER II and ESSER III funding would support this position for three total school years – through the 23-24 school year. Additionally, we made an adjustment to the ESSER II grant to provide our faculty/staff with a retention incentive/premium pay stipend to reflect the extraordinary efforts on their part during this school year with the Delta (and now Omicron) variant causing chaos and uncertainty.

USD 419 would like to utilize our ESSER III funding to impact and improve student learning and to also continue to provide a safe, learning environment. Our school board continues to review our reopening plan monthly, and then making safety decisions as we go based on the data. In September 2021, we applied for and received a KDHE grant to provide student and faculty/staff testing – test to know and test to stay and learn. Also, based on input from the various stakeholders within our school district and community, we will focus our ESSER III funding recommendations for our school district to address potential learning loss due to COVID-19 with existing personnel support and some additional personnel, additional assessment or curricular software purchases, supplementary materials for students and faculty, revisions to our core curriculum – primarily math and reading, improvements to ventilation in some classrooms, workrooms, and offices, additional summer school opportunities for students and/or after school tutorial programs, additional PPE type equipment, possibly support for our continued testing efforts if the KDHE grant is no longer available in 22-23, promotional programs to inform our patrons of our efforts.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

We have student representation in our district site council meetings, and they meet on a regularly scheduled basis. Our site council met on the 9/22/2022 and discussed the ESSER III grant process and provided us with their recommendations and suggestions.

District Site Council Meeting

The ESSER III grant was also discussed by our district site council on the 22 September, and I asked them to consider and provide input on where to spend the grant money:

- Summer learning programs
- After school tutoring programs
- Additional personnel support for academic intervention
- Additional behavior support and interventions
- Additional instructional materials and resources (software, textbooks, curriculum, etc.)
- Expanded outside social and emotional/mental health services

• #1 by far that all agreed on was personnel. We need more staff at both buildings to serve the full needs of our district. From aides/paras to licensed staff so we have at least two teachers per grade. Everyone feels we are not able to serve our students as best as we could when we do not have appropriate staff.

Others were:

- Technology needs: online textbooks, software, technology needs digital, yearbook, etc
- STEAM lab- a dual purpose room that serves as an interactive room for students as well as professional development for staff.
- Outdoor space for learning, collaborating & older CGES student play area.
- Needs of full-time counselor and social worker at both buildings to collaborate and meet all needs of all students
- District promotion efforts with hired consultant

I also met with student council members and student leadership at the junior/senior high school. I asked them the following questions and received the following responses:

1. What's your favorite thing about USD 419?

I like how involved the community is, and how much the students and community care. No matter how big the event, they are still there to show their support.

I like the student to teacher ratio. Feels like family. Smaller class sizes - face to face I get better learning. I like that contact with the teacher.

My favorite thing about USD 419 is the people. The people in this district feel very welcoming. Growing up in Canton Galva since kindergarten I have grown to have a very good relationship with not only my classmates but all the faculty and staff also. I feel that our district is very welcoming. I also feel that our PBL class at Canton-Galva is doing very well for some students, me included. I have only been in this class for this year, and I have been lucky to work with some of the most hard working and caring students. The drive that they have in this class is like no other. I think they all strive in this class because they can pick what they learn. Which is another point that I talk about in the paragraph below.

2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? Currently the majority are going to curriculum, staffing, summer school/after school programming (22-23 and 23-24).

More staff members – student teacher ratio is still good. More teachers to teach classes. Hope the students are willing to learn. More teachers, maybe more students willing learning to learn.

I think we need more variety of classes. Business or computer classes. It would be nice to have a business teacher at the JSHS.

I think that what we have now is okay, but we can build on what we currently have. For example, we are just getting by with the number of paras we have. Some kids that need paras are going without because we don't have enough to help everyone at the same time. I also think our funds could be used to provide more widespread classes. We could provide a language class (Spanish) maybe, instead of the online classes. Some people may not benefit from online classes like other people do. I personally want to take language classes, but know that it might be hard because I struggle with online classes. We also could start kids out on a path of what they are most interested in at a younger age instead of forcing them to take classes based on their grade level. I feel as though as long as they have all their credits to graduate, they should be able to choose what classes they want to spend their four years studying.

3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?

More electives and class choices, this goes with extra teachers for more variety – business teacher cited. FBLA – organization.

I think the main thing we should remember while funding is that we all have different interests and that we are all different in our own ways. Some people may want to study different things than other people, but if we don't offer things that will help them in their future, they may not be able to strive like they want. Also, we could offer more after school clubs. Some people at our school don't like interacting with sports. I feel as though we could keep them better engaged if they are doing an after-school club of whatever interests them.

Spread out our funding out on what student's needs.

Extracurricular activities.

Teacher lounge cited as a project for teachers (Site Council goal or project) make things more private, cozy for teachers. If we put curtains in the windows of the teachers lounge, more privacy, less stressful for them.

4. Anything else you want me and USD 419 to know?

I think you could find another consistent student leader(s). We need to find more student government leaders with our underclassman.

I think I got all my points across. Thank you for listening to my thoughts, and I hope you take some of the things I say into consideration.

Families

We surveyed our parents in late September/early October 2021. We sent a 'Canton Galva Schools Community Survey', google survey platform, via connect5 messaging to our parents/patrons.

Link to google survey: <https://forms.gle/N2Lx8B1G17D7ZmpY7>

We received 57 responses to this survey. This included open ended responses. The survey was adapted from a survey that a small school district in Western Kansas was able to acquire, and shared with us, and included nine components – 1) affiliation to Canton-Galva District; 2) are you a part of have relationships with any of the stakeholder groups (we received responses from most of the stakeholder groups below in this survey and the faculty/staff and community survey that followed), children/grade levels; 3) rate the importance of investments strategies for summer school, structured educational interventions, after school programs; 4) other investments considered, investment strategies for learning materials (online, core math or ELA, Science, Social Studies); 5) investments in technology (update technology in general, 1:1, internet access); 6) investments in SEL curriculum, parent resources, teacher training, school counselors; 7) investments in other support personnel and teacher retention; 8) investments in operations and facilities; 9) and investments in other support personnel and/or programs.

Summation of overall results of survey:

- 3) Structured educational interventions were indicated by a wide margin as being 'important'/'very important' – more so than summer school or afterschool programs.
- 4) Science, social studies, and core math/ELA curriculum were indicated as being 'important'/'very important', more so than online curriculum.
- 5) 1:1 and updated technology across the district were 'important'/'very important', more so than hotspots.
- 6) Training for teachers and school counselors were indicated by a wide margin as being 'very important'/'important', and parent resources and SEL as 'important'.
- 7) Teacher retention was indicated by a wide margin as being 'very important'/'important', as well as substitute teachers and support for specific programs as being 'important'/'very important'.
- 8). Facilities renovations and enhanced cleaning/ventilation were rated as 'very important'/'important' – this would include updated HVAC systems and air quality.
- 9) STEM programs were rated as 'very important'/'important'.

School and District Administrators including Special Education Administration

McPherson County superintendents and our SPED director/assistant director meet on a regular, monthly basis. COVID planning, preparation, and mitigation programs have been discussed – and they need to be discussed. We have also collaborated with McPherson County Health and have met several times with them, too. Our discussions include the ESSER grant application(s) processes and recommendations for allocations of those resources within the county. We discussed the allocation of these resources to address learning loss, and how the different districts within the county may do this. We also discussed the application of premium pay or retention incentives, as school personnel have adjusted to some very stressful changes in routines and expectations due to the COVID-19 pandemic. Also, as an aside, we have also shared information within the Wheat State League schools on COVID planning, preparation, and mitigation programs – particularly with the testing grant offered by KDHE for school districts – which we applied for and were awarded this school year – September 2021.

Within our district, the information regarding the surveys of parents/patrons, faculty/staff, and community members has been discussed with school and district administrators, and the proposed allocation of the ESSER III grant to the various categories has been discussed and recommendations considered in this grant application. Our school board has also been apprised of the information from the surveys and the suggested recommendations on how to best utilize the ESSER III funds.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

We also surveyed our faculty/staff in late September/early October 2021. We sent a 'Canton Galva Schools Community Survey', google survey platform, via connect5 message. This survey was identical to the survey sent to parents/patrons (above) though the rationale wording was different to reflect a different audience – district faculty/staff and board members.

Link to google survey: <https://forms.gle/wzKv1sEvfCSLLUx5A>

We received 22 responses to this survey. This included open-ended responses. As mentioned earlier, this survey was adapted from a survey that a small school district in Western Kansas was able to acquire, and share, and included nine components – 1) affiliation to Canton-Galva District; 2) are you a part of have relationships with any of the stakeholder groups (we received responses from most of the stakeholder groups below in this survey and the faculty/staff and community survey that followed), children/grade levels; 3) rate the importance of investments strategies for summer school, structured educational interventions, after school programs; 4) other investments considered, investment strategies for learning materials (online, core math or ELA, Science, Social Studies); 5) investments in technology (update technology in general, 1:1, internet access); 6) investments in SEL curriculum, parent resources, teacher training, school counselors; 7) investments in other support personnel and teacher retention; 8) investments in operations and facilities; 9) and investments in other support personnel and/or programs.

Summation of overall results of survey:

- 3) Structured educational interventions were indicated by a sizable margin as being 'important'/'very important' – more so than summer school or after school programs.
- 4) Science, social studies were indicated by a wide margin as being 'important'/'very important', more so than core math and ELA – though this category was considered by most respondents as being 'most important', much less so for online curriculum.
- 5) Updated technology across the district were 'very important'/'important' by a wide margin followed by 1:1 and then hotspots.
- 6) Training for teachers and school counselors were indicated by a wide margin as being 'very important'/'important', followed by parent resources as being 'important' and then SEL curriculum.
- 7) Teacher retention was indicated by a wide margin as being 'very important'/'important', followed by substitute teachers as being 'very important'/'important' and then additional custodians as being 'important'.
- 8). Facilities renovations was rated as being 'important', followed by enhanced cleaning/ventilation were rated as 'important' – this would include updated HVAC systems and air quality.
- 9) STEM programs were rated by a wide margin as being 'very important'/'important'.

The ESSER III grant was also discussed by our district site council on the 22 September, and I asked them to consider and provide input on where to spend the grant money:

- Summer learning programs
- After school tutoring programs
- Additional personnel support for academic intervention
- Additional behavior support and interventions
- Additional instructional materials and resources (software, textbooks, curriculum, etc.)
- Expanded outside social and emotional/mental health services
- #1 by far that all agreed on was personnel. We need more staff at both buildings to serve the full needs of our district. From aides/paras to licensed staff so we have at least two teachers per grade. Everyone feels we are not able to serve our students as best as we could when we do not have appropriate staff.

Others were:

- Technology needs: online textbooks, software, technology needs digital, yearbook, etc
- STEAM lab- a dual purpose room that serves as an interactive room for students as well as professional development for staff.
- Outdoor space for learning, collaborating & older CGES student play area.
- Needs of full-time counselor and social worker at both buildings to collaborate and meet all needs of all students
- District promotion efforts with hired consultant

Our district patrons were given the opportunity to provide input via surveys sent to community patrons, and we had persons identify as being affiliated with a tribe respond to the survey.

We also ran a Powerschool enrollment summary, and we do not have any students enrolled who identify as Native American. However, our school district has students who have attended and/or graduate Canton-Galva schools and I sought input with one of those graduates. I asked him several questions (below), and I included his responses.

Would you mind answering these questions? This is regarding how we use our ESSER III funds at USD 419. I was hoping for some good feedback from you.

1. What's your favorite thing about USD 419?

I would have to say the small-town schools, the parents and faculty more have a closer relationship. Everyone knows everybody. It is a village-type situation. He is a former Canton Galva student, though moved to McPherson and went to school at St. Joseph and then MMS and MHS and graduated from there. His siblings, brother and sister graduated from Canton-Galva. His father is a nurse, and they have a ministry.

2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? Currently the majority are going to curriculum, staffing, summer school/after school programming (22-23 and 23-24).

Person being interviewed is currently a local banker. He used to teach in the Haysville school district. We discussed what our proposed plans were for the ESSER III allocation, and he said curriculum and supports for students were very important. We discussed the need for ELA and math curriculum and upgrading this and using ESSER III monies to assist in this. We also discussed how important providing students with assistance and support in the classroom. He also mentioned the importance of infrastructure and making sure you have a strong infrastructure.

3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students? He said this is a tough question. The biggest thing is the communication between the staff and the parents and that relationship. If those relationships are strong, somewhat aligned in terms of the mission, that is a remedy for a lot of problems.

4. Anything else you want me USD 419 to know?

We discussed further his experiences as a teacher in a larger school district and compared this to growing up in a smaller community. He mentioned the rural community where he currently lives – he was a bank president in the Gypsum community - where he currently lives. He talked about his Native American heritage, and how his grandparents came from Texas. He talked about some of the racism his parents and grandparents experienced – like not being able to stay in a hotel. We also talked about banking, inflation, housing, and the overall higher cost of food.

Civil Rights Organization including Disability Rights Organizations

I sought input and received input from the NAACP in Kansas and the Kansas American Civil Liberties Union. I did receive input from the ACLU (see below). I asked them several questions such as how we could become more informed on the needs of diverse groups and students, any training, how the COVID-19 pandemic impacted diverse groups, and what school districts do to be most helpful to diverse students and parents. I hope someone would be willing to answer the following questions:

1. How can USD 419 Canton-Galva become more informed on the needs of diverse groups and students?
2. Do you have any training available? Or know of any good ones?
3. How is the COVID-19 pandemic most impacting diverse groups?
4. What can school districts do to be most helpful to assist diverse students and parents?

There are resources to ensure that your staff is trained and informed about serving all students, and especially those in need. You may consider looking at ACLU's Know Your Rights (<https://www.aclu.org/know-your-rights/>) and the Learning for Justice resources geared specifically for educators (<https://www.learningforjustice.org/>). Esmie Tsang

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

Our district patrons were given the opportunity to provide input via surveys which were sent out to the community via Facebook, and our all-call system – Blackboard Connect. We had patrons which were identified as having children with disabilities, foster care, and homelessness. We also reviewed our student records as well to identify students in the specific

categories. Our school district does not have any migratory students, or children who are incarcerated. With this information we were able to set up interviews with patrons who have children with disabilities, children experiencing homelessness, children in foster care, and English learners. They were asked the same set of questions during the interview timeframes:

Would you mind answering these questions? This is regarding how we use our ESSER III funds at USD 419. I was hoping for some good feedback from you.

1. What's your favorite thing about USD 419?
2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? I outlined what we are proposing spending the ESSER III grant money – curriculum, support personnel, summer/after school programs/counseling, safety supplies, improved ventilation.
3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?
4. Anything else you want us (USD 419) to know?

Children with disabilities

1. What's your favorite thing about USD 419?
 - a. The people, the teachers/staff, good team, easy to work with and come up with solutions, personal connection with our children, an amazing IEP group/team.
2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? I outlined what we are proposing spending the ESSER III grant money – curriculum, support personnel, summer/after school programs/counseling, safety supplies, improved ventilation.
 - a. Mental health services, therapist, therapy, curriculum, reading curriculum, new curriculum, curriculum geared toward students with special needs, after school program
3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?
 - a. An after-school program so elementary students have a place to go, a child should have a voice, invest in good people, good people are important
4. Anything else you want us (USD 419) to know?
 - a. Classroom support for children with disabilities is important.

English learners

1. What's your favorite thing about USD 419?
 - a. Friends, classroom projects, loves school, loves going to school
2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? I outlined what we are proposing spending the ESSER III grant money – curriculum, support personnel, summer/after school programs/counseling, safety supplies, improved ventilation.
 - a. Reading and learning English is important, opportunities to learn
3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?
 - a. Opportunities available to learn, keep learning especially in English and Reading
4. Anything else you want us (USD 419) to know?
 - a. I like (his) progress in school, I like how (he) is learning. We like the school. (He) has friends.

Children experiencing homelessness

1. What's your favorite thing about USD 419?
 - a. The students and people in the district. Enjoy the students, great kids (in district)
2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? I outlined what we are proposing spending the ESSER III grant money – curriculum, support personnel, summer/after school programs/counseling, safety supplies, improved ventilation.
 - a. Patron indicated they felt we were on the right track in how we were proposing to allocate the ESSER III funds.
3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?
 - a. An emphasis on reading, writing and math was important – the ABC's. Students need to be able to read, write, and do math computations. Basic skills are very important.
4. Anything else you want us (USD 419) to know?
 - a. We have great students, this is a great community that cares about our students, there are a lot of hands-on activities for students.

Children in foster care

1. What's your favorite thing about USD 419?

- a. Good teachers, caring teachers, communication, find ways to help them
- 2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? I outlined what we are proposing spending the ESSER III grant money – curriculum, support personnel, summer/after school programs/counseling, safety supplies, improved ventilation.
 - a. Therapy, counseling, mental health services
- 3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?
 - a. Listen to students, listen to students as they express their feelings, make sure they get what they need to be successful
- 4. Anything else you want us (USD 419) to know?
 - a. Classroom supports, classroom aides, keeping student(s) in the classroom

Other underserved students, I inquired with the Kansas Action for Children. I wrote them a letter for additional information and asked them the following questions:

- 1. How can USD 419 Canton-Galva become more informed on the needs of students and parents during the COVID-19 pandemic?
- 2. What can school districts do to be most helpful to assist students and parents?

I received a reply with rationale and examples from the President of the organization, John Wilson and he provided the following input on these areas:

Early Learning & Child Care and Family Support and Nutrition.

Provide the public the opportunity to provide input and take such input into account

We surveyed our community members in late September/early October 2021. We sent a 'Canton Galva Schools Community Survey', google survey platform, via our district Facebook page. This survey was identical to the survey sent to parents/patrons and faculty/staff/board members (above) though the rationale wording was different to reflect a different audience – community members.

Link to google survey: <https://forms.gle/jVoRTh5rTf4hV2kJA>

We received 3 responses to this survey. This included open-ended responses. As mentioned earlier, this survey was adapted from a survey that a small school district in Western Kansas was able to acquire, and share, and included nine components – 1) affiliation to Canton-Galva District; 2) are you a part of have relationships with any of the stakeholder groups (we received responses from most of the stakeholder groups below in this survey and the faculty/staff and community survey that followed), children/grade levels; 3) rate the importance of investments strategies for summer school, structured educational interventions, after school programs; 4) other investments considered, investment strategies for learning materials (online, core math or ELA, Science, Social Studies); 5) investments in technology (update technology in general, 1:1, internet access); 6) investments in SEL curriculum, parent resources, teacher training, school counselors; 7) investments in other support personnel and teacher retention; 8) investments in operations and facilities; 9) and investments in other support personnel and/or programs.

Summation of overall results of survey:

- 3) Structured educational interventions were indicated by a sizable margin as being 'important'/'very important', after school programs were considered 'important' – more so than summer school.
- 4) Core math and ELA were indicated by a wide margin as being 'very important', more so than Science, social studies – though this category was considered by most respondents as being 'most important', much less so for online curriculum which was considered to be 'somewhat important'.
- 5) Updated technology across the district were 'very important'/'important' followed by 1:1 and then hotspots – and all three being consider 'important'.
- 6) School counselors and SEL curriculum were considered 'important', and Parent Resources and Training for Teachers as being 'very important'/'important'.
- 7) Teacher retention was indicated by a wide margin as being 'very important', followed by substitute teachers and support for specific programs as being 'very important'/'important' and then additional custodians as being 'important'/'very important'.
- 8). Facilities renovations, enhanced cleaning and ventilation was rated as being 'important' and facilities renovations were considered 'important'/'very important'.
- 9) STEM programs and Special Education programs were rated as being 'very important'/'important'.

District Site Council Meeting

The ESSER III grant was also discussed by our district site council on the 22 September, and I asked them to consider and provide input on where to spend the grant money:

- Summer learning programs
 - After school tutoring programs
 - Additional personnel support for academic intervention
 - Additional behavior support and interventions
 - Additional instructional materials and resources (software, textbooks, curriculum, etc.)
 - Expanded outside social and emotional/mental health services
- #1 by far that all agreed on was personnel. We need more staff at both buildings to serve the full needs of our district. From aides/paras to licensed staff so we have at least two teachers per grade. Everyone feels we are not able to serve our students as best as we could when we do not have appropriate staff.

Others were:

- Technology needs: online textbooks, software, technology needs digital, yearbook, etc
- STEAM lab- a dual purpose room that serves as an interactive room for students as well as professional development for staff.
- Outdoor space for learning, collaborating & older CGES student play area.
- Needs of full-time counselor and social worker at both buildings to collaborate and meet all needs of all students
- District promotion efforts with hired consultant

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The COVID-19 pandemic has had an impact on all USD 419 Canton-Galva students, faculty/staff, and our community as a whole and continues to do so as we move into the 2022 school year, and then finish out the school year. Under the continuous learning plan developed in mid-March 2020 through the end of the school year in late May, our students learned remotely. This caused challenges for both students and our faculty/staff. The accountability for learning for our students was difficult across the board. We transitioned into the 2020-21 school year, with an adjusted calendar to reflect additional training/preparation for remote and/or hybrid learning. We had 8-10 remote learners, and a facilitator at the elementary and elementary and junior high school teachers providing lessons, instruction, guidance via Seesaw, Google classroom, Facebook, etc., As a district, due to the pandemic and a surge of cases, and subsequent quarantines, we transitioned to remote late November 2020 for a two-week period. We also brought the students back to in person learning to finish out that 1st semester.

During the second semester, we were in-person with a couple in class modified quarantine situations that faded away as we progressed through the school year and finished out the 2020-21 school year. We were feeling somewhat optimistic as that school year finished out and we were entering the summer months. As mentioned earlier, though, we had concerns with student absenteeism, apathy, learning loss, etc., stemming from the remote learning during the 'continuous learning plan' timeframe, and when we went remote for a brief time, late November 2020.

We implemented a credit recovery plan/summer school for the junior/senior high school during the summer of 2021 and 12 students were recommended for summer school at the junior/senior high school. Nine students attended, and three of them earned two semester credits, and six students earned one semester credit. Everyone that attended passed at least one course. At the elementary school, we implemented a tutoring program for students in kindergarten, 1st, and 2nd grade and identified for Title One reading services. This was implemented in June 2021. We also had summer school for students K – 6th grade in late July/mid-August. Attendance for both was at 95 percent, and scores across both segments of summer school – post test scores (Aimswest+) went up an average of 15 percent. With both the summer tutoring and summer school, our teachers taught 55 students, K – 6th grade. We also provided counseling services for students, K – 12th grade, and plan to more fully implement this for our 7th – 12th students during the summer of 2022, with the addition of the school counselor at the junior/senior high assisting with this, during the summer of 2022 – she was unavailable this past summer.

We will continue to hold credit recovery/summer school and counseling sessions for our students, K – 12th during the summer of 2022, 2023, and 2024 with the use of ESSER II and also ESSER III grant money. We will explore the feasibility of after school programs, at both buildings, though staffing (finding staff) for this remains a concern. At the elementary school, they are working on an after school program, and this is addressed by the recommended allocation for this program in our ESSER III grant application. At the secondary level, our at-risk coordinator works with students, 2x-3x a week, after school if they are struggling. We will review that program as well, as we transition into a tiered support system at both the elementary and junior/senior high school.

The COVID-19 pandemic has been more disruptive during the 2021-2022 school year, in terms of contacts and cases leading to quarantines. As mentioned earlier, we applied for, and received a KDHE grant to test students (antigen and PCR), and we have a 'test to know' and 'test to stay and learn' option. Our contacts and case numbers peaked in late September/October 2021. We keep records of cases and contacts and submit this information to the McPherson County Health Department and KDHE. At the start of the new year, 2022, we had to address a surge in COVID cases, especially with the introduction of the Omicron variant, alongside the Delta (and other). Our school board met in special session, twice during mid-January and we called school off a day due to the number of cases and contacts in both buildings. Adjustments were made by the CDC, then KDHE and McPherson County Health regarding quarantining and then contact tracing. Further adjustments or suggested models for districts that have testing programs were recommended in mid-February. Cases and contacts surged in January and then tapered off in February. The Federal mandate on masks for student transportation was lifted in late February and we made adjustments for that, as well. We are uncertain what the 4th nine weeks, summer, or the start of the 22 - 23 school year will bring. I would anticipate a new variant, or variants coming into the picture, and cases/contacts possibly spiking

again in the Fall/Winter 22-23. The ESSER III grant monies would allow for us to prepare for this, and those recommendations are also included our funding requests on how we would allocate the grant money.

USD 419 will continue to focus on addressing learning loss and student safety through the 1) addition of personnel – an at-risk coordinator at JSHS, and salary support(s) for classroom aides. Possibly, too, our COVID nurse – if the KDHE funding lapses after this school year. Also, through personnel, we would pay for additional premium/retention pay for faculty/staff especially if we have another round of stress, uncertainty, changing schedules, extra duties, etc., due to new COVID-19 variants and cases/contacts possibly spiking again in the Fall/Winter 22-23. 1a) Also, to address learning loss – the purchase of curriculum, assessments, and software to support the curriculum– ELA, math, social studies, and science instruction – and also summer school and after school activities. In terms of student safety, we would address some school repairs and improvements – new HVAC units with better filtration at both the elementary and junior/senior high school, and replacing several windows in both buildings to allow for better air circulation and air purification, and the continued purchase of supplies for cleaning, sanitation, and if necessary, to support our COVID-19 testing efforts if our KDHE grant

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Our faculty and staff at both buildings noticed that after the return to school in 20-21 that a sizable portion of our students struggled with completing assignments, which impacted their grades. With some of our students, absenteeism and apathy increased. This was after a whole nine weeks plus of 'continuous learning plan' learning where we tried to teach students remotely at home – essentially that last nine weeks of school, of the 2019-20 school year. When we returned to school, August of 20-21, our teachers planned for hybrid and remote learning possibilities and there were numerous COVID-19 safety measures in place at the school too. This undoubtedly caused a lot of stress, tension, anxiety, etc., with both our student population, faculty/staff and parents/patrons. At the end of the 20-21 school year, with ESSER II grant monies we provide tutorial services for K, 1st, and 2nd grade students identified and already receiving Title I reading instruction. We also provided counseling services at the elementary level, and to a limited extent, secondary level during the summer of 2021. Due to a position vacancy, we hired a new junior/senior high counselor in July 2021. Both our elementary student advocate and JSHS counselor will provide the counseling supports during the summer of 2022.

During the 21-22 school year, our school district hired an at-risk interventionist at the junior/senior high school utilizing ESSER II funds. This person will assist students who are struggling with the completion of their assignments. We have a school social worker (student advocate) working full-time at the elementary, and a school counselor working full-time at the junior/senior high school. They also work closely together, as well. We will implement summer enrichment activities again, during the 2022, 2023, and 2024 school year. We are planning on introducing an after-school program at the elementary school, during the 22-23 school year. These opportunities will also be available to all of our students. If a parent requests assistance – academic or counseling, we should be able to provide it. Also, as a district, we have transitioned to the Fastbridge assessment(s) for math, reading and social emotional this school year, 2021-22. We have implemented a tiered support system in both buildings and are planning on working with the Kansas TASN MTSS support system, starting in late March 22, to further refine this process within our school district. The Fastbridge assessments, and then the evaluating of testing data, and then students placed in supports (Tier 2 or 3) will indicate to our elementary and junior high/high school faculty and administration who should be recommended for summer enrichment activities in math, reading, and social emotional support – counseling. The at-risk coordinator and high school counselor can help and provide supports to secondary students during the school year, and this has been extended to support a couple times per week after school is out for students needing assistance. At the elementary school, Tier 2 interventionists/support personnel can provide assistance to students during the school year, and an after-school elementary program can provide further supports. Finally, summer enrichment activities will also include continued student counseling. Both our elementary student advocate and junior/senior high school counselor will offer and provide counseling services to students during the summer of 22, 23, and 24 school years.

We are also actively exploring updates to our district mathematics, ELA, science, and social studies curriculum. We are working on a plan to replace our mathematics and ELA (primarily reading/literature) through two-year planning process. Our teachers in both buildings have been trained in blended learning practices, and they have prepared for the possibility of hybrid or remote learning environments. The purchase of the new curriculum will allow us to teach in-person, though also be able to make a transition – if necessary to those hybrid or remote learning environments.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

We will address through some needed school repairs and improvements. We have two older HVAC units at the elementary school that could be replaced with better HEPA filtration. We have several interior classrooms in the high school that would benefit from better air circulation and filtration. ESSER III monies along with capital outlay funds would allow for them to be replaced. In both buildings, we have several windows (12) that need to be replaced to allow for better air flow circulation. We plan on replacing those windows during the 21-22 school year, with ESSER III grant money. Finally, the continued purchase of PPE and supplies for cleaning, sanitation, and air purification filters. Our KDHE COVID testing grant runs through this school year. We are uncertain if it will continue the next school year, or the next. We just don't know. If necessary, ESSER III grant monies could support our COVID-19 testing efforts if our KDHE grant expires after this school year.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

We will monitor our academic growth data in both buildings (Fastbridge, assessment scores, etc.). We will also monitor our student's social emotional data (SAEBRS, feedback from CharacterStrong implementation in both buildings). We are planning on introducing new ELA and math curriculums and software in both buildings. We will have started the Kansas TASN MTSS (multi-tiered system of supports) process, and the trainings and professional development will continue in both buildings during the 22-23 school year. This could be a multi-year process. Our teachers will have time to evaluate data and interventions, make and implement plans, and introduce and monitor any adjustments that are needed to make sure this is working for our students – all of our students. This time is embedded in our calendar with early release and in-service dates. We will review our summer and after school programs, as well as the role of our interventionists in both buildings as there will be a diverse variety of students working on disparate, individual skills.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$320,917	\$0	\$320,917
Approved Total	\$0	\$0	\$0
Amount Left	\$320,917	\$0	\$320,917
In Review Total	\$320,917	\$0	\$320,917
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$64,184
Approved Total	\$0
Amount Still Needed	\$64,184
In Review Total	\$278,967
Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
419-3-0001	Direct	False	2600	610	7	\$7,850	Task Force Review
419-3-0002	Direct	True	1000	650	9	\$16,417	Task Force Review
419-3-0003	Direct	True	2100	110	10	\$2,800	Task Force Review
419-3-0004	Direct	True	2100	220	10	\$200	Task Force Review
419-3-0005	Direct	True	1000	120	12	\$44,000	Task Force Review
419-3-0006	Direct	True	1000	120	12	\$46,000	Task Force Review
419-3-0007	Direct	True	1000	220	12	\$3,000	Task Force Review
419-3-0008	Direct	True	1000	220	12	\$4,000	Task Force Review
419-3-0009	Direct	True	1000	644	12	\$62,000	Task Force Review
419-3-0010	Direct	False	2600	700	13	\$18,000	Task Force Review
419-3-0011	Direct	False	2600	430	13	\$12,000	Task Force Review
419-3-0013	Direct	True	1000	110	16	\$13,000	Task Force Review
419-3-0014	Direct	True	1000	120	16	\$3,800	Task Force Review
419-3-0015	Direct	True	1000	220	16	\$1,300	Task Force Review
419-3-0016	Direct	True	2100	110	16	\$500	Task Force Review
419-3-0017	Direct	True	2100	120	16	\$14,800	Task Force Review
419-3-0018	Direct	True	2100	220	16	\$100	Task Force Review
419-3-0019	Direct	True	2100	220	16	\$1,200	Task Force Review
419-3-0020	Direct	True	2400	110	16	\$2,000	Task Force Review
419-3-0021	Direct	True	2400	120	16	\$1,500	Task Force Review
419-3-0022	Direct	True	2400	220	16	\$300	Task Force Review
419-3-0023	Direct	False	2600	120	16	\$1,800	Task Force Review
419-3-0024	Direct	False	2600	220	16	\$300	Task Force Review
419-3-0025	Direct	True	2710	120	16	\$1,500	Task Force Review
419-3-0026	Direct	True	2710	220	16	\$400	Task Force Review
419-3-0027	Direct	True	1000	110	11A	\$6,200	Task Force Review
419-3-0028	Direct	True	1000	220	11A	\$500	Task Force Review
419-3-0029	Direct	True	1000	610	11A	\$300	Task Force Review
419-3-0030	Direct	True	1000	110	11B	\$48,600	Task Force Review
419-3-0031	Direct	True	1000	220	11B	\$3,800	Task Force Review

419-3-0032	Direct	True	1000	610	11A	\$600	Task Force Review
419-3-0033	Direct	False	2710	120	11A	\$2,000	Task Force Review
419-3-0034	Direct	True	2710	220	11A	\$150	Task Force Review

Line Item Details

Line Item ID: 419-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Maint. Supplies

Account Number

07-2600-610-350

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

610 - General Supplies and Materials

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$5,850

Budgeted Expenditures in SFY 2024

\$2,000

Total Expenditures

\$7,850

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Finally, the continued purchase of PPE and supplies for cleaning, sanitation, and air purification filters. Our KDHE COVID testing grant runs through this school year. We are uncertain if it will continue the next school year, or the next. We just don't know. If necessary, ESSER III grant monies could support our COVID-19 testing efforts if our KDHE grant expires after this school year."

Line Item ID: 419-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Technology

Account Number

07-1000-650-350

Function Code

1000 - Instruction

Object Code

650 - Supplies-Technology Related

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8,200

Budgeted Expenditures in SFY 2024

\$8,217

Total Expenditures

\$16,417

Status

Task Force Review

Line Item Comment from KSDE

4/6/22 - Please clarify which software will be purchased as well as the relationship to Covid-10 learning loss

Please list or describe planned purchases.

Line Item ID: 419-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Counselor Salaries

Account Number

07-2100-110-350

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,400

Budgeted Expenditures in SFY 2024

\$1,400

Total Expenditures

\$2,800

Status

Task Force Review

Line Item Comment from KSDE

Per Narrative: "Finally, summer enrichment activities will also include continued student counseling. Both our elementary student advocate and junior/senior high school counselor will offer and provide counseling services to students during the summer of 22, 23, and 24 school years."

Line Item ID: 419-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Soc. Sec.

Account Number

07-2100-220-350

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$100

Budgeted Expenditures in SFY 2024

\$100

Total Expenditures

\$200

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Finally, summer enrichment activities will also include continued student counseling. Both our elementary student advocate and junior/senior high school counselor will offer and provide counseling services to students during the summer of 22, 23, and 24 school years."

Line Item ID: 419-3-0005

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 Non Cert. Salaries

Account Number

07-1000-120-350

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$22,000

Budgeted Expenditures in SFY 2024

\$22,000

Total Expenditures

\$44,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "The at-risk coordinator and high school counselor can help and provide supports to secondary students during the school year, and this has been extended to support a couple times per week after school is out for students needing assistance."

Line Item ID: 419-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Non Cert. Salaries

Account Number

07-1000-120-350

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$23,000

Budgeted Expenditures in SFY 2024

\$23,000

Total Expenditures

\$46,000

Status

Task Force Review

Line Item Comment from KSDE

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Soc. Sec.

Account Number

07-1000-220-350

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,500

Budgeted Expenditures in SFY 2024

\$1,500

Total Expenditures

\$3,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "At the elementary school, Tier 2 interventionists/support personnel can provide assistance to students during the school year, and an after-school elementary program can provide further supports."

Line Item ID: 419-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Soc. Sec.

Account Number

07-1000-220-350

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,000

Budgeted Expenditures in SFY 2024

\$2,000

Total Expenditures

\$4,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "At the elementary school, Tier 2 interventionists/support personnel can provide assistance to students during the school year, and an after-school elementary program can provide further supports."

Line Item ID: 419-3-0009

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 Curriculum/Textbooks

Account Number

07-1000-644-350

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$35,000

Budgeted Expenditures in SFY 2023

\$27,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$62,000

Status

Task Force Review

Line Item Comment from KSDE

4/6/22 Please supply the specific curriculum and it's relation to addressing learning loss as it is related to Covid-19.

Please list or describe curriculum to be purchased.

Line Item ID: 419-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Maint. Equipment

Account Number

07-2600-700-350

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$12,000**Budgeted Expenditures in SFY 2024** \$6,000**Total Expenditures** \$18,000**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative: "We have two older HVAC units at the elementary school that could be replaced with better HEPA filtration. We have several interior classrooms in the high school that would benefit from better air circulation and filtration. ESSER III monies along with capital outlay funds would allow for them to be replaced."
 Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 419-3-0011

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 Repairs & Maint.

Account Number

07-2600-430-350

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$12,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,000**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative: " In both buildings, we have several windows (12) that need to be replaced to allow for better air flow circulation. We plan on replacing those windows during the 21-22 school year, with ESSER III grant money."

Line Item ID: 419-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Teacher Salaries

Account Number

07-1000-110-350

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$13,000**Status**

Task Force Review

Line Item Comment from KSDE

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Non Cert. Salaries

Account Number

07-1000-120-350

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,800

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$3,800

Status

Task Force Review

Line Item Comment from KSDE

Please provide a breakdown of compensation.

Line Item ID: 419-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Soc. Sec.

Account Number

07-1000-220-350

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,300

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$1,300

Status

Task Force Review

Line Item Comment from KSDE

Please clarify which salary specifically this is in relation to.

Line Item ID: 419-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Counselor Salaries

Account Number

07-2100-110-350

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$500

Status

Task Force Review

Line Item Comment from KSDE

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Nurses Salary

Account Number

07-2100-120-350

Function Code

2100 - Support Services (Students)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$7,400

Budgeted Expenditures in SFY 2024

\$7,400

Total Expenditures

\$14,800

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Our KDHE COVID testing grant runs through this school year. We are uncertain if it will continue the next school year, or the next. We just don't know. If necessary, ESSER III grant monies could support our COVID-19 testing efforts if our KDHE grant expires after this school year."

Line Item ID: 419-3-0018

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Support Staff Soc. Sec.

Account Number

07-2100-220-350

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$100

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$100

Status

Task Force Review

Line Item Comment from KSDE

Please clarify which salary specifically this is in relation to.

Line Item ID: 419-3-0019

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Support Staff Soc. Sec.

Account Number

07-2100-220-350

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$600

Budgeted Expenditures in SFY 2024

\$600

Total Expenditures

\$1,200

Status

Task Force Review

Line Item Comment from KSDE

Please clarify which salary specifically this is in relation to.

Line Item ID: 419-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III School Adm. Salaries

Account Number

07-2400-110-350

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,000**Status**

Task Force Review

Line Item Comment from KSDE

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0021

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III School Sec. Salaries

Account Number

07-2400-120-350

Function Code

2400 - Support Services (School Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,500**Status**

Task Force Review

Line Item Comment from KSDE

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0022

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Soc. Sec.

Account Number

07-2400-220-350

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$300

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$300

Status

Task Force Review

Line Item ID: 419-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Custodian Salaries

Account Number

07-2600-120-350

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

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

Task Force Review

Line Item Comment from KSDE

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0024

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Custodian Soc. Sec.

Account Number

07-2600-220-350

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$300

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$300

Status

Task Force Review

Line Item ID: 419-3-0025

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Bus Driver Salaries

Account Number

07-2710-120-350

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,500

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$1,500

Status

Task Force Review

Line Item Comment from KSDE

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0026

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Bus Driver Soc. Sec.

Account Number

07-2710-220-350

Function Code

2710 - Vehicle Operation

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$400

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$400

Status

Task Force Review

Line Item ID: 419-3-0027

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Teacher Salaries

Account Number

07-1000-110-350

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$6,200

Total Expenditures

\$6,200

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "We will continue to hold credit recovery/summer school and counseling sessions for our students, K – 12th during the summer of 2022, 2023, and 2024 with the use of ESSER II and also ESSER III grant money." "We will review our summer and after school programs, as well as the role of our interventionists in both buildings as there will be a diverse variety of students working on disparate, individual skills."

Line Item ID: 419-3-0028

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Soc. Sec.

Account Number

07-1000-220-350

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$500

Total Expenditures

\$500

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "We will continue to hold credit recovery/summer school and counseling sessions for our students, K – 12th during the summer of 2022, 2023, and 2024 with the use of ESSER II and also ESSER III grant money." "We will review our summer and after school programs, as well as the role of our interventionists in both buildings as there will be a diverse variety of students working on disparate, individual skills."

Line Item ID: 419-3-0029

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Teaching Supplies

Account Number

07-1000-610-350

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$300

Total Expenditures

\$300

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "We will continue to hold credit recovery/summer school and counseling sessions for our students, K – 12th during the summer of 2022, 2023, and 2024 with the use of ESSER II and also ESSER III grant money." "We will review our summer and after school programs, as well as the role of our interventionists in both buildings as there will be a diverse variety of students working on disparate, individual skills."

Line Item ID: 419-3-0030

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Teacher Salaries

Account Number

07-1000-110-350

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$24,800**Budgeted Expenditures in SFY 2024** \$23,800**Total Expenditures** \$48,600**Status**

Task Force Review

Line Item Comment from KSDE

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0031

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Soc. Sec.

Account Number

07-1000-220-350

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,900**Budgeted Expenditures in SFY 2024** \$1,900**Total Expenditures** \$3,800**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative: "We are planning on introducing an after-school program at the elementary school, during the 22-23 school year. These opportunities will also be available to all of our students."

Line Item ID: 419-3-0032

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Teaching Supplies

Account Number

07-1000-610-350

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$300

Budgeted Expenditures in SFY 2024

\$300

Total Expenditures

\$600

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "We are planning on introducing an after-school program at the elementary school, during the 22-23 school year. These opportunities will also be available to all of our students."

Line Item ID: 419-3-0033

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Bus Driver Salaries

Account Number

07-2710-120-350

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,000

Budgeted Expenditures in SFY 2024

\$1,000

Total Expenditures

\$2,000

Status

Task Force Review

Line Item ID: 419-3-0034

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Bus Driver Social Security

Account Number

06-2710-220-350

Function Code

2710 - Vehicle Operation

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$75**Budgeted Expenditures in SFY 2024** \$75**Total Expenditures** \$150**Status**

Task Force Review

ESSER III APPLICATION FOR D0446

Status

Task Force Review

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Independence	517 North 10th Street, Independence, KS 673010487	P O Drawer 487, Independence, KS 673010487
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Rusty Arnold	rarnold@indyschools.com	(620) 332-1800

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Kellie Puderbaugh	District Director of Learning Services	kpuderbaugh@indyschools.com	(620) 332-1800

Other District Representative 1 - Name

Rusty Arnold

Other District Representative 1 - E-mail Address

rarnold@indyschools.com

Other District Representative 2 - Name

Gina Godinez

Other District Representative 2 - E-mail Address

ggodinez@indyschools.com

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

Currently: indyschools.com/; After April 4: <https://independenceschooldistrictks.sites.thrillshare.com/page/safe-return-to-school>

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 446 plans to use funds in the area of Technology. During the pandemic, it became very clear to us that we did not have a good infrastructure, nor did we have the number and types of device to adequately serve our kids. Independence Public Schools has a significant proportion of students who cannot access Internet from their homes. It is critical that our students be able to work remotely should the need arise. But it is equally critical that they have access to the technology they need on a day-to-day basis in our buildings to help close achievement gaps exacerbated by the pandemic. Many of our initiatives for closing the achievement gap includes being able to access individualized online learning programs to support differentiated reading and math instruction. Our plan is to purchase devices that allow us to be a one-to-one district K-12. 6th-12th grade students will be allowed to take their devices home.

Another area that we will use our ESSER funds is to support the purchase of math and reading individualized online instructional tools. The learning loss attributed to the pandemic must be mitigated. We have identified for reading support

Lexia Core 5 for K-5th grade students, Lexia Power Up for 6th-12th grade students still struggling with structured literacy gaps, and Reading Plus for 6th-12th grade students to improve upon reading fluency and comprehension. We have also identified Istation for K-1st grade math online differentiated support and IXL for 2nd-8th grade math online differentiated support. We have created a schedule which allows for additional supplemental support in both math and reading for all students, again this additional support supplements but does not supplant core math and reading instruction. We have also created a plan that provides Tier 2 and 3 math and reading support based on diagnostic data.

Another area that we will use our ESSER funds is to support additional staffing/personnel:

- Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic.
- School-to-Home Coordinators at all levels to support our mental health, social emotional learning, and tutoring/mentoring initiatives.
- JAG at IMS/IHS: Jobs for America's Graduates is an elective students can participate in, and the program coordinators work to place our kids in jobs as they graduate from high school. Students learn valuable life skills throughout the program and be given opportunities for job shadowing, college visits, and community service.
- Communities in Schools Mid America is a program provides for an onsite point of contact to serve as liaison to school administrators, staff, organizations, and volunteers and to work one-on-one with students to coordinate services and resources students need to ensure that they can thrive in and beyond the classroom. CIC offers identified at-risk students, and their families, access to services needed to solve social, educational, health, and emotional problems impeding student success.
- AVID at IMS/IHS: AVID (Achievement Via Individual Determination) is an evidence-based program supporting students from under-represented populations in preparation of college-career. This programming provides specific curriculum to focus on study skills, soft skills to include resume building, scholarship/FAFSA application, and college visits.
- Additional Custodial Staff at all levels to support keeping our buildings as virus-free as possible in order to combat Covid-19.
- Additional Technology Staff to support implementation of 1:1 technology initiative.

We also will continue to address student Individual Plans of Study through the use of Xello programming. This online tool allows students to create their individual plans of study, explore career opportunities, complete career inventories, resumes, cover letters, and letters of recommendation. This data helps guide job shadowing and internships our high school students do locally.

We will also be adding a one-on-one mentoring program called TeamMates. TeamMates is a national program that matches a mentor with a student across multiple years, with scholarship opportunities for students who participate at least three years. We will continue to offer academic tutoring opportunities before and after school to all students in third through 12th grade as needed.

Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a summer boost available for two weeks and will be identified based on data. Additionally, while we have Title reading and math Schoolwide K-5th grade and Reading and Math Targeted Assistance 6th-8th grades, 9th-12th grade reading and math support will be provided through the hiring of a reading/math specialist.

Additionally we will continue to offer a robust after school academic and social emotional learning program. This will be provided for students in K-6th grade, and available for 7th-8th grade students who wish to be mentors/tutors; this program is offered five days a week and provides students with access to tutors and mentoring programs to help academically as well as social emotionally. We offer additional social emotional learning/classes district-wide; the SEL curriculum is supported by Second Step programming.

Additionally, we are currently working to expand our alternative school, which provides an alternate setting for students who are not demonstrating success in the regular school setting. We expect it to serve 6th-12th grade students. We utilize a program called Edgenuity to provide curriculum support. It will be staffed by one coordinator and instructional aides.

Additionally, in response to COVID-19, we are working to expand our pre-school options to serve all pre-school aged

children. It is our intent, beings our current building does not provide the ability for space-addition, to build a new larger capacity preschool which will be staffed by one coordinator, and 8 classrooms (8 teachers, and 16 instructional aides), and one administrative assistant. We believe the following four reasons provide need and issues compounded by COVID-19:

1. Emotional needs of students: Loneliness, depression, loss of loved ones, traumatization and/or fears based upon diseases, illnesses, and death have been apparent in young children who are dealing with the outcomes of COVID-19. A preschool is needed to nurture confidence in a safe and healthy community and world.
2. Structures physical and learning activities with peers: Young preschoolers have had limited opportunities for organized activities with their peers (closed libraries, parks, churches, recreation and learning centers, etc.). A preschool is needed to provide organized physical activities for health and social development to impact interpersonal growth and development.
3. Communication skills: The use of masks has limited children in learning essential social cues, such as facial expressions that demonstrate personal communications of emotions (happiness, embarrassment, frustration, etc.). Facial expressions are the foundation of expression of communications. A preschool with trained professionals will develop essential communications skills.
4. Reading skills: Foundational reading begins with making initial sounds: masks have negatively impacted children's speech and language development. A key part of learning to communicate for a child is watching the faces, mouths, tongues, and teeth. A preschool will pr

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 regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. This feedback was considered for inclusion in our ESSER III plan.

60 students responded to the survey and or participated in small group discussion with the Superintendent; in small group discussion the item students were most excited about was a move to 1:1 at the middle and high school levels. Following are the survey results by Percent selected and Rank Ordered:

GROUP: Students (20 respondents) % selected Rank
How do you think we should spend ESSER 3 money
Providing additional technology for student use 65 1
Offering additional extra-curricular activities 60 2
Additional behavioral support and interventions 50 3
Facility upgrades that support student health needs 50 3
Expanded social and emotional learning and mental health services 45 5
Additional instructional materials and resources (software, textbooks, curriculum, etc.) 45 5
After school tutoring programs 40 7
Offering more teacher professional development to support teacher growth 40 7
Summer learning programs 40 7
Additional personnel and staff support for academic intervention 35 10
Purchasing additional supplies to sanitize and clean facilities 25 11

Percent ranking the following as important/very important % selected Rank
Providing additional technology for student use 95 1
Offering additional extra-curricular activities 95 1
Expanded social and emotional learning and mental health services 85 3
Offering more teacher professional development to support teacher growth 85 4
Facility upgrades that support student health needs 85 4
Additional instructional materials and resources (software, textbooks, curriculum, etc.) 80 6
Additional personnel and staff support for academic intervention 70 7
Additional behavioral support and interventions 70 7
After school tutoring programs 65 9
Purchasing additional supplies to sanitize and clean facilities 65 9
Summer learning programs 55 11

Families

We regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. This feedback was considered for inclusion in our ESSER III plan. 347 students responded to the survey. Following are the survey results by Percent selected and Rank Ordered:

GROUP: Parents (347 respondents) % selected Rank

How do you think we should spend ESSER 3 money

Additional personnel and staff support for academic intervention 54 1

Expanded social and emotional learning and mental health services 51 2

Additional behavioral support and interventions 49 3

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 49 3

Providing additional technology for student use 45 5

After school tutoring programs 39 6

Offering more teacher professional development to support teacher growth 35 7

Offering additional extra-curricular activities 34 8

Summer learning programs 32 9

Facility upgrades that support student health needs 32 9

Purchasing additional supplies to sanitize and clean facilities 19 11

Percent ranking the following as important/very important % selected Rank

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 77 1

Expanded social and emotional learning and mental health services 77 1

Additional personnel and staff support for academic intervention 76 3

Additional behavioral support and interventions 74 4

After school tutoring programs 68 5

Providing additional technology for student use 67 6

Offering more teacher professional development to support teacher growth 60 7

Facility upgrades that support student health needs 58 8

Summer learning programs 53 9

Offering additional extra-curricular activities 53 9

Purchasing additional supplies to sanitize and clean facilities 42 11

School and District Administrators including Special Education Administration

Internal Strategy:

Directly work with building leaders and district directors who directly work with building staff to ascertain the highest needs areas as they fit the allowable areas for use of ESSER funds. We meet as an administrative team weekly and how to best use these funds was a regular part of the conversations. Upon having conversations as an administrative team, building leaders worked with their building staff to create a list of high needs items that fit the allowable uses for ESSER. These were submitted to the Superintendent by each building leader and director, and this feedback was strongly considered as the application was created. This included considerable from all certified and classified staff district-wide. Their feedback was built into the application, such as additional technology, preschool, additional staff, additional programming and resources. Everything in our application was on the list of one or more of our administrator and director teams.

Internal Strategy:

Directly work with special education staff through SPED Cooperative Tri County Interlocal Emily McCambridge. Superintendents meeting monthly with Emily and a regular part of our agenda was ESSER funding and strategies to benefit special education student needs within our district. Additionally, SPED teachers serving in our district took part in all conversations at the building level regarding funding and took part in the survey of staff. Feedback: 1) Additional para-professional support; 2) Additional laptops for student use; 3) Continue the math and reading initiatives throughout the district.

We regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. This feedback was considered for inclusion in our ESSER III plan. 136 staff members responded to the survey. Following are the survey results by Percent selected and Rank Ordered:

GROUP: School Staff (136 respondents) % selected Rank

How do you think we should spend ESSER 3 money

Additional personnel and staff support for academic intervention 71 1

Additional behavioral support and interventions 67 2

Expanded social and emotional learning and mental health services 57 3

Facility upgrades that support student health needs 36 4

After school tutoring programs 35 5

Providing additional technology for student use 35 5

Summer Learning programs 32 7

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 32 7

Offering additional extra-curricular activities 26 9

Purchasing additional supplies to sanitize and clean facilities 17 10

Offering more teacher professional development to support teacher growth 15 11

Percent ranking the following as important/very important % selected Rank

Additional behavioral support and interventions 86 1

Additional personnel and staff support for academic intervention 85 2

Expanded social and emotional learning and mental health services 81 3

Facility upgrades that support student health needs 66 4

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 62 5

After school tutoring programs 60 6

Providing additional technology for student use 59 7

Summer learning programs 54 8

Offering more teacher professional development to support teacher growth 41 9

Purchasing additional supplies to sanitize and clean facilities 40 10

Offering additional extra-curricular activities 38 11

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Internal Strategy:

Directly work with building leaders and district directors who directly work with building staff to ascertain the highest needs areas as they fit the allowable areas for use of ESSER funds. We meet as an administrative team weekly and how to best use these funds was a regular part of the conversations. Upon having conversations as an administrative team, building leaders worked with their building staff to create a list of high needs items that fit the allowable uses for ESSER. These were submitted to the Superintendent by each building leader and director, and this feedback was strongly considered as the application was created. This included considerable from all certified and classified staff district-wide. Additionally, we sought the input from KNEA leadership. Their feedback was built into the application, such as additional technology, preschool, additional staff, additional programming and resources. Everything in our application was on the list of one or more of our administrator and director teams. .

We regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. This feedback was considered for inclusion in our ESSER III plan. 136 staff members responded to the survey. Following are the survey results by Percent selected and Rank Ordered:

GROUP: School Staff (136 respondents) % selected Rank

How do you think we should spend ESSER 3 money

Additional personnel and staff support for academic intervention 71 1

Additional behavioral support and interventions 67 2

Expanded social and emotional learning and mental health services 57 3

Facility upgrades that support student health needs 36 4

After school tutoring programs 35 5

Providing additional technology for student use 35 5

Summer Learning programs 32 7

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 32 7

Offering additional extra-curricular activities 26 9

Purchasing additional supplies to sanitize and clean facilities 17 10

Offering more teacher professional development to support teacher growth 15 11

Percent ranking the following as important/very important % selected Rank

Additional behavioral support and interventions 86 1

Additional personnel and staff support for academic intervention 85 2

Expanded social and emotional learning and mental health services 81 3

Facility upgrades that support student health needs 66 4

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 62 5

After school tutoring programs 60 6

Providing additional technology for student use 59 7

Summer learning programs 54 8

Offering more teacher professional development to support teacher growth 41 9

Purchasing additional supplies to sanitize and clean facilities 40 10

Offering additional extra-curricular activities 38 11

Tribes

Internal Strategy:

Directly contact Native American students within our district and their parents in order to solicit ideas to be considered within our ESSER III plan. Approximately 80 students (4.3% of our student population) identify as being Native American.

The parents of our Native American students were given a survey to complete and were contacted via phone if possible. Their input was considered in our ESSER III plan. Feedback: Expressed their trust in our district to do what is best for kids. Also recommended the following: 1) Add after school activities for students in grades 3-5; 2) Additional laptops for student use; 3) Additional technology and pay for IT staff; 4) Additional after school activities for all kids. This feedback was considered for inclusion in our ESSER III plan.

The Native American students in grades 6-12 were given a survey to complete and their input was considered in our ESSER III plan. 16 Native Americans responded to the survey; currently we have no tribes of Native Americans located within the boundaries of our district. This feedback was considered for inclusion in our ESSER III plan. Following are the survey results by Percent selected and Rank Ordered:

GROUP: Tribal (16) % selected Rank

How do you think we should spend ESSER 3 money

Additional personnel and staff support for academic intervention 63 1

Additional behavioral support and interventions 63 1

Expanded social and emotional learning and mental health services 56 3

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 50 4

Providing additional technology for student use 50 4

Offering more teacher professional development to support teacher growth 44 6

Facility upgrades that support student health needs 38 7

Summer Learning programs 31 8

After school tutoring programs 31 8

Offering additional extra-curricular activities 31 8

Purchasing additional supplies to sanitize and clean facilities 25 11

Percent ranking the following as important/very important % selected Rank

Expanded social and emotional learning and mental health services 88 1

Additional behavioral support and interventions 81 2

Facility upgrades that support student health needs 75 3

Additional personnel and staff support for academic intervention 69 4

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 69 4

Offering more teacher professional development to support teacher growth 59 6

Providing additional technology for student use 56 7

After school tutoring programs 50 8

Purchasing additional supplies to sanitize and clean facilities 44 9

Summer learning programs 38 10

Offering additional extra-curricular activities 38 10

External Strategy:

Our district emailed representatives from the following four Native American Tribes identified within 50 miles of our district and/or one or more of our students identified as being a member of the tribe in order to solicit ideas to be considered within our ESSER III plan:

- Quapaw Nation—Diane Mercer, Communications Director to Chief Joseph T. Byrd
- Osage Nation—Sheryl Decker, Chief Executive Adviser to Chief Standing Bear
- Cherokee Nation—Julie Hubbard, Communications Director to Chief Chuck Hoskin, Jr.
- Peoria Tribe—Chief Craig Harper

No responses have been received as of now but any input received will be considered within our ESSER III plan.

Civil Rights Organization including Disability Rights Organizations

The following feedback was considered for inclusion in our ESSER III plan.

Internal Strategy:

Identify local Civil Rights Groups in order to solicit ideas to be considered within our ESSER III plan.

Worked closely with Emily McCambridge, Tri-County Special Education Cooperative Director, to identify the needs of our special needs' population of students. Feedback: 1) Additional para-professional support; 2) Additional laptops for student use; 3) Continue the math and reading initiatives throughout the district.

Worked closely with Brandon West, President of the Independence LGBTQ Organization to solicit input concerning the educational needs of our LGBTQ population. Feedback: 1) Provide social and emotional learning within a GSA afterschool club; 2) Provide educational opportunities in the form of a monthly lecture series with a Q&A session; 3) Provide educational resources in the form of handouts and books; 4) Provide staff sensitivity training which includes appropriate terminology used throughout the school district.

Worked closely with Barb Emert, President of the Independence Diversity Task Force, to identify the needs of our minority and economically disadvantaged students. Feedback: 1) Expand the Can We Talk Program to students in grades 3-12; 2) Provide Anti-bullying lessons for all so all kids feel safe.

In addition, we are meeting with the diversity task force to brainstorm ideas (Monday, May 23, 2022) for additional items for consideration.

Worked closely with Kellie Puderbaugh, Community Chest Board Member and past President; she provided ideas/actions that she most closely align to their organization's mission. Feedback: 1) Expanded social and emotional learning and mental health services; 2) Additional technology for student use most especially the most marginalized populations; 3) Additional extra-curricular activities for all students.

Additionally, we regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. 5 respondents identified themselves as connected to a civil right organization; additionally the Superintendent met with the local Diversity Task Force; we work closely with our local special education cooperative as well as our local education service agency, all of whom work actively to support students with disabilities to ensure our plans meet the needs of all students. This feedback was considered for inclusion in our ESSER III plan. Following are the survey results by Percent selected and Rank Ordered:

GROUP: Disabilities, EL, Foster, Underserved (34 respondents) % selected Rank

How do you think we should spend ESSER 3 money

Additional behavioral support and interventions 71 1

Expanded social and emotional learning and mental health services 71 1

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 62 3

Additional personnel and staff support for academic intervention 59 4

Facility upgrades that support student health needs 56 5

Summer Learning programs 50 6

After school tutoring programs 47 7

Providing additional technology for student use 47 7

Offering more teacher professional development to support teacher growth 47 7

Purchasing additional supplies to sanitize and clean facilities 41 10

Offering additional extra-curricular activities 26 11

Percent ranking the following as important/very important % selected Rank

Additional behavioral support and interventions 89 1

Additional personnel and staff support for academic intervention 88 2

Expanded social and emotional learning and mental health services 88 2

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 85 4

Facility upgrades that support student health needs 81 5

Offering more teacher professional development to support teacher growth 71 6

Providing additional technology for student use 67 7
Summer learning programs 61 8
After school tutoring programs 61 8
Purchasing additional supplies to sanitize and clean facilities 56 10
Offering additional extra-curricular activities 41 11

External Strategy:

Our district emailed and/or called representatives from the following Civil Right Organizations soliciting input into our ESSER III plan:

Kansas Action for Children—Mitch Rucker, Early Learning Policy Advisor; Feedback: 1) Expand early learning opportunities for all kids.

Kansas Human Rights Commission—Alicia Sanchez, Commissioner at Large and Director of the Office of Diversity and Inclusion at Wichita State University; Feedback: Our correspondence to date with Ms. Sanchez has been informational about ESSER III uses and an overview of our district. Ms. Sanchez will be providing us with ideas which we will review for consideration to be included into our ESSER III Plan.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. This feedback was considered for inclusion in our ESSER III plan. 34 respondents had one of these connections (15 disabilities, 4 EL, 10 Foster Care, 13 underserved). Following are the survey results by Percent selected and Rank Ordered:

GROUP: Disabilities, EL, Foster, Underserved (34 respondents) % selected Rank

How do you think we should spend ESSER 3 money

Additional behavioral support and interventions 71 1

Expanded social and emotional learning and mental health services 71 1

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 62 3

Additional personnel and staff support for academic intervention 59 4

Facility upgrades that support student health needs 56 5

Summer Learning programs 50 6

After school tutoring programs 47 7

Providing additional technology for student use 47 7

Offering more teacher professional development to support teacher growth 47 7

Purchasing additional supplies to sanitize and clean facilities 41 10

Offering additional extra-curricular activities 26 11

Percent ranking the following as important/very important % selected Rank

Additional behavioral support and interventions 89 1

Additional personnel and staff support for academic intervention 88 2

Expanded social and emotional learning and mental health services 88 2

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 85 4

Facility upgrades that support student health needs 81 5

Offering more teacher professional development to support teacher growth 71 6

Providing additional technology for student use 67 7

Summer learning programs 61 8

After school tutoring programs 61 8

Purchasing additional supplies to sanitize and clean facilities 56 10

Offering additional extra-curricular activities 41 11

Provide the public the opportunity to provide input and take such input into account

We regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. This feedback was considered for inclusion in our ESSER III plan. 24 respondents chose a category that didn't connect to a specific school; the Superintendent worked with the Chamber of Commerce to distribute the survey to business and community leaders; he also spoke at First Friday, an event that brings together many community members. Following are the survey results by Percent selected and Rank Ordered:

GROUP: Public/Community (24) % selected Rank

How do you think we should spend ESSER 3 money

Additional personnel and staff support for academic intervention 63 1

Additional behavioral support and interventions 63 1

Expanded social and emotional learning and mental health services 63 1

Offering more teacher professional development to support teacher growth 54 4

Summer Learning programs 50 5

After school tutoring programs 50 5

Providing additional technology for student use 46 7

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 33 8

Facility upgrades that support student health needs 33 8

Offering additional extra-curricular activities 25 10

Purchasing additional supplies to sanitize and clean facilities 25 10

Percent ranking the following as important/very important % selected Rank

Additional behavioral support and interventions 87 1

Expanded social and emotional learning and mental health services 87 1

Additional personnel and staff support for academic intervention 84 3

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 79 4

After school tutoring programs 76 5

Providing additional technology for student use 71 6

Offering more teacher professional development to support teacher growth 71 6

Summer learning programs 62 8

Facility upgrades that support student health needs 59 9

Offering additional extra-curricular activities 34 10

Purchasing additional supplies to sanitize and clean facilities 33 11

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We have considerable data that indicates Covid-19 brought significant learning loss for students in Independence Public Schools, especially from March 2020 to when students returned in August 2020 for in-person instruction (with the option of remote instruction which approximately 15% of our students chose). The following data highlights our learning loss from March 2020 when schools were closed to August 2020 when we returned to in-person and optional remote instruction: 70% of our Kindergarten students were reading above grade level in March 2020 and only 27% of those same 1st graders were reading in grade level August 2020. 65% of our 1st grade students were reading above grade level in March 2020 and only 38% of those same 2nd graders were reading in grade level August 2020. 79% of our 2nd grade students were reading above grade level in March 2020 and only 13% of those same 3rd graders were reading in grade level August 2020. 68% of our 3rd grade students were reading above grade level in March 2020 and only 20% of those same 4th graders were reading in grade level August 2020. 35% of our 4th grade students were reading above grade level in March 2020 and only 20% of those same 4th graders were reading in grade level August 2020. We have been unable to close those gaps upon returning

to in-person with optional remote in 2020-21 and full in-person in 2021-22.

We also have data that shows our students have been unable to make gains throughout this pandemic, despite interventions we have continued to implement throughout and even though we maintained in-person instruction throughout the pandemic. During the first year of the pandemic, approximately 15% of our students chose to learn remotely. This was not a good learning situation for most of our students, and we required many of them to return to in-person learning by December 2020.

GRADE LEVEL TRENDS

Grade 3

Math: 63% proficient

improved grade level Math proficiency 9% from 2019

ELA: 38% proficient

improved (decreased) percent in L1 by 10% from 2019

Grade 4

ELA: 53% proficient

improved grade level ELA proficiency 11% from 2019

improved (decreased) percent in L1 by 9% from 2019

Grade 5

Math: 28% proficient

improved grade level Math proficiency 4% from 2019

ELA: 43% proficient

increased grade level ELA proficiency 4% from 2019

improved (decreased) percent in L1 by 13% from 2019

Grade 6

ELA: 33% proficient

improved grade level ELA proficiency by 4%

improved (decreased) percent in L1 by 5% from 2019

Grade 7

Math: 28% proficient

improved grade level Math proficiency 2% from 2019

ELA: 38% proficient

improved grade level ELA proficiency 5% from 2019

positive trend in L1 with an decrease of 1% from 2019

Grade 11

Science: 39% proficient

improved grade level Science proficiency 2%

improved (decreased) percent in L1 by 4% from 2019

COHORT TRENDS (same students)

ELA

3rd/5th

District: 34 to 35% proficiency (+1)

5th/7th

District: 39 to 36% proficiency (-3)

6th/8th

District: 29-25% proficiency (-4)

5th/7th

District: 24 to 28% proficiency (+4)

Science

2018 (5th)/2021 (8th)

District: 38 to 29% proficiency (-9)

2018 (8th)/2021 (11th)

District: 33 to 39% proficiency (+6)

The following data shows a multi-year disaggregated view of district state assessment data (numbers represent percentages)

and negative trends for particular groups:

District SA Results READING - LOW SES

L1 L2 L3 L4 L2+ L3+
2015 25 40 30 4 74 34
2016 30 39 26 5 70 31
2017 35 38 21 6 65 27
2018 34 39 22 4 66 26
2019 37 34 23 5 63 28
2021 31 40 24 5 69 29

District SA Results RDNG - AFRICAN AMERICAN

L1 L2 L3 L4 L2+ L3+
2015 42 44 13 1 58 14
2016 50 36 13 1 50 14
2017 50 35 11 3 50 15
2018 52 35 11 2 48 12
2019 50 38 10 2 50 12
2021 38 54 8 0 62 8

District SA Results READING - MULTIRACIAL

L1 L2 L3 L4 L2+ L3+
2015 19 36 43 1 81 45
2016 19 48 28 4 81 33
2017 29 49 17 4 71 22
2018 30 46 19 5 70 24
2019 38 37 20 5 62 25
2021 33 38 26 4 68 30

District SA Results READING - AI/AN

L1 L2 L3 L4 L2+ L3+
2015 na na na na 0 0
2016 35 26 35 4 65 39
2017 28 33 33 6 72 39
2018 29 42 29 0 71 29
2019 22 61 17 0 78 17
2021 38 46 8 8 62 15

District SA Results READING - DISABILITY

L1 L2 L3 L4 L2+ L3+
2015 48 24 26 2 52 28
2016 57 25 12 6 43 18
2017 58 26 11 5 42 16
2018 51 29 15 4 49 20
2019 58 23 14 6 42 19
2021 41 42 14 3 59 16

District SA Results READING - HISPANIC

L1 L2 L3 L4 L2+ L3+
2015 22 42 31 5 78 36
2016 30 41 25 4 70 29
2017 37 40 19 5 63 24
2018 37 41 18 3 63 22
2019 41 38 18 2 59 20
2021 38 42 16 4 62 20

District SA Results READING - ELL

L1 L2 L3 L4 L2+ L3+
2015 28 48 24 0 72 24
2016 42 52 6 0 58 6
2017 26 53 21 0 74 21
2018 50 39 11 0 50 11
2019 55 35 10 0 45 10
2021 60 30 10 0 40 10

District SA Results READING - WHITE

L1 L2 L3 L4 L2+ L3+
2015 16 39 38 7 84 45
2016 21 36 33 9 79 43
2017 24 35 31 9 76 40
2018 24 36 32 8 76 40
2019 26 34 30 10 74 40
2021 23 36 33 8 77 41

District SA Results READING - ALL

L1 L2 L3 L4 L2+ L3+
2015 19 39 37 6 81 43
2016 24 37 30 8 76 39
2017 27 37 28 8 73 37
2018 27 37 28 7 73 36
2019 30 35 27 8 70 35
2021 26 38 29 7 74 36

District SA Results MATH - LOW SES

L1 L2 L3 L4 L2+ L3+
2015 20 49 26 5 80 31
2016 27 42 24 6 73 30
2017 30 43 22 5 70 27
2018 34 43 18 5 66 24
2019 31 42 22 5 69 27
2021 37 39 18 6 63 24

District SA Results MATH - AFRICAN AMERICAN

L1 L2 L3 L4 L2+ L3+
2015 35 45 18 1 65 20
2016 42 42 13 3 58 16
2017 49 35 14 2 51 16
2018 52 41 6 2 48 8
2019 44 38 15 2 56 17
2021 57 37 7 0 43 7

District SA Results MATH - MULTIRACIAL

L1 L2 L3 L4 L2+ L3+
2015 16 57 22 6 84 28
2016 16 51 31 1 84 33
2017 33 46 17 3 --- ---
2018 35 40 18 8 65 25
2019 37 43 15 5 63 20
2021 38 40 15 7 62 22

District SA Results MATH - AI/AN

L1 L2 L3 L4 L2+ L3+
2015 na na na na 0 0

2016 30 39 26 4 70 30
2017 39 33 22 6 --- ---
2018 28 48 24 0 72 24
2019 22 56 17 6 78 22
2021 40 47 7 7 60 13

District Results MATH - DISABILITY

L1 L2 L3 L4 L2+ L3+
2015 38 41 18 2 62 21
2016 46 40 10 4 54 14
2017 53 34 11 3 47 14
2018 57 26 13 3 43 16
2019 50 37 11 2 50 13
2021 62 28 6 3 38 10

District SA Results MATH - HISPANIC

L1 L2 L3 L4 L2+ L3+
2015 22 45 27 6 78 33
2016 34 35 26 4 66 31
2017 32 42 22 4 68 26
2018 34 46 16 4 66 20
2019 29 50 20 1 71 21
2021 46 35 14 4 54 18

District SA Results MATH - ELL

L1 L2 L3 L4 L2+ L3+
2015 20 60 20 0 80 20
2016 45 32 23 0 55 23
2017 32 52 16 0 68 16
2018 39 55 6 0 61 6
2019 48 43 10 0 52 10
2021 52 37 7 4 48 11

District SA Results MATH - WHITE

L1 L2 L3 L4 L2+ L3+
2015 13 47 31 8 87 40
2016 20 40 27 13 80 40
2017 20 40 29 10 80 39
2018 25 40 24 11 75 36
2019 22 39 26 13 77 39
2021 27 37 25 11 73 36

District SA Results MATH - ALL

L1 L2 L3 L4 L2+ L3+
2015 16 47 30 8 84 38
2016 22 41 26 11 78 37
2017 24 40 27 9 76 36
2018 28 40 22 10 72 32
2019 25 40 24 10 75 35
2021 31 37 22 10 69 31

Additionally, we have considerable data showing that our students' social emotional learning has digressed throughout this pandemic. For the KSDE SEL standards we have had the following negative trend rates from 2020 to 2021:

* Personal Development 50.6% to 40.8%

* School Climate 58.2% to 35.4%

* Low Perception of School Safety: 48.2% to 26.4% (we believe in previous years school safety had a different connotation

than how students responded to these survey questions in the midst of the pandemic.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

We have identified for reading support Lexia Core 5 for K-5th grade students, Lexia Power Up for 6th-12th grade students still struggling with structured literacy gaps, and Reading Plus for 6th-12th grade students to improve upon reading fluency and comprehension. We have also identified Istation for K-1st grade math online differentiated support and IXL for 2nd-8th grade math online differentiated support. We have created a schedule which allows for additional supplemental support in both math and reading for all students, again this additional support supplements but does not supplant core math and reading instruction. We have also created a plan that provides Tier 2 and 3 math and reading support based on diagnostic data. STAR Enterprise will continue to provide us screening and diagnostic data. All of these programs are on the evidence-based list provided by KSDE. Each of the reading programs help us to address the elements of structured literacy required by the Kansas Reading Initiative. Again, all of these programs are intended to supplement not supplant Core math and reading instruction.

Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data. Additionally we have Title reading and math Schoolwide K-5th grade and Reading and Math Targeted Assistance 6th-8th grades. 9th-12th grade reading and math support will be provided through the hiring of a reading/math specialist.

Additionally we will continue to offer a robust after school academic and social emotional learning program. This will be provided for students in kindergarten through sixth grade, and available for seventh and eighth-grade mentoring and tutoring opportunities; this program is offered five days a week and provides students with access to tutors and mentoring programs to help academically as well as social emotionally. We offer social emotional learning/classes district-wide; the curriculum is supported by Second Step programming.

Additionally we will offer extended day learning opportunities for students lagging behind their peers or requesting additional academic assistance. This will be in the form of academic assistance/tutoring before or after school.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

We anticipate using any additional funds to support all that we've outlined in this application. We also plan to use additional funds for teacher premium pay as it relates to the extra responsibilities due to Covid 19.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our district collects a number of data points that will allow us to see our progression toward overcoming learning loss related to the pandemic and closing achievement gaps both academically and socially emotionally. Through the use of the evidence-based tools (Reading Plus, Power Up, Lexia Core 5, IXL, and Istation) our district will be able to measure results along the way to overcome the learning gaps our students now face. Additionally we screen three times a year using STAR Enterprise and DIBELS to identify students for Tier 2/3 support. And finally, State Assessment data is disaggregated to track growth and/or impact of our efforts for each for each disaggregated group. With regard to social emotional learning, our district participates in the Communities That Care Survey each year. This data allows us to track our students' social emotional learning deficits over time as it related to the KSDE SEL standards.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$6,179,826	\$0	\$6,179,826	ESSER III Allocations	\$1,235,966
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$6,179,826	\$0	\$6,179,826	Amount Still Needed	\$1,235,966
In Review Total	\$5,832,400	\$0	\$5,832,400	In Review Total	\$4,381,307
Amount Left	\$347,426	\$0	\$347,426	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
446-3-0001	Direct	True	1000	110	11A	\$33,984	Task Force Review
446-3-0002	Direct	True	1000	120	11A	\$20,429	Task Force Review
446-3-0003	Direct	True	1000	110	11A	\$21,185	Task Force Review
446-3-0004	Direct	True	1000	110	11A	\$21,185	Task Force Review
446-3-0005	Direct	True	1000	120	11A	\$7,566	Task Force Review
446-3-0006	Direct	True	1000	220	11A	\$7,984	Task Force Review
446-3-0007	Direct	True	1000	610	11A	\$2,700	Task Force Review
446-3-0016	Direct	True	1000	120	12	\$33,764	Task Force Review
446-3-0017	Direct	True	1000	210	12	\$16,484	Task Force Review
446-3-0018	Direct	True	1000	220	12	\$2,583	Task Force Review
446-3-0019	Direct	True	1000	110	12	\$117,304	Task Force Review
446-3-0020	Direct	True	1000	220	12	\$8,975	Task Force Review
446-3-0021	Direct	True	1000	210	12	\$16,484	Task Force Review
446-3-0022	Direct	True	1000	120	12	\$33,764	Task Force Review
446-3-0023	Direct	True	1000	210	12	\$16,484	Task Force Review
446-3-0024	Direct	True	1000	220	12	\$2,583	Task Force Review
446-3-0025	Direct	True	1000	120	12	\$33,764	Task Force Review
446-3-0026	Direct	True	1000	210	12	\$16,484	Task Force Review
446-3-0027	Direct	True	1000	220	12	\$2,583	Task Force Review
446-3-0028	Direct	True	1000	110	12	\$109,245	Task Force Review
446-3-0029	Direct	True	1000	210	12	\$16,484	Task Force Review
446-3-0030	Direct	True	1000	220	12	\$8,358	Task Force Review
446-3-0031	Direct	True	1000	110	12	\$109,245	Task Force Review
446-3-0032	Direct	True	1000	210	12	\$16,484	Task Force Review
446-3-0033	Direct	True	1000	220	12	\$8,358	Task Force Review
446-3-0034	Direct	False	1000	110	12	\$109,245	Task Force Review
446-3-0035	Direct	True	1000	210	12	\$16,484	Task Force Review
446-3-0036	Direct	True	1000	220	12	\$8,358	Task Force Review
446-3-0037	Direct	True	1000	110	12	\$109,245	Task Force Review
446-3-0038	Direct	True	1000	210	12	\$16,484	Task Force Review

446-3-0039	Direct	True	1000	220	12	\$8,358	Task Force Review
446-3-0040	Direct	False	1000	120	15	\$44,772	Task Force Review
446-3-0041	Direct	False	1000	210	15	\$16,484	Task Force Review
446-3-0042	Direct	False	1000	220	15	\$3,426	Task Force Review
446-3-0043	Direct	False	1000	120	15	\$44,772	Task Force Review
446-3-0044	Direct	False	1000	210	15	\$16,484	Task Force Review
446-3-0045	Direct	False	1000	220	15	\$3,426	Task Force Review
446-3-0046	Direct	False	1000	120	9	\$51,168	Task Force Review
446-3-0047	Direct	False	1000	210	9	\$16,484	Task Force Review
446-3-0048	Direct	False	1000	220	9	\$3,915	Task Force Review
446-3-0049	Direct	True	1000	734	9	\$2,742,727	Task Force Review
446-3-0050	Direct	False	1000	300	4	\$148,000	Task Force Review
446-3-0051	Direct	False	1000	300	4	\$22,000	Task Force Review
446-3-0052	Direct	True	1000	444	12	\$65,205	Task Force Review
446-3-0053	Direct	True	1000	444	12	\$71,613	Task Force Review
446-3-0054	Direct	True	1000	444	12	\$30,660	Task Force Review
446-3-0055	Direct	True	1000	444	12	\$19,251	Task Force Review
446-3-0056	Direct	True	1000	444	12	\$11,085	Task Force Review
446-3-0057	Direct	True	1000	444	12	\$120,898	Task Force Review
446-3-0058	Direct	True	1000	444	12	\$3,363	Task Force Review
446-3-0059	Direct	True	1000	444	12	\$8,247	Task Force Review
446-3-0060	Direct	True	1000	444	12	\$97,920	Task Force Review
446-3-0061	Direct	True	1000	444	12	\$30,000	Task Force Review
446-3-0062	Direct	True	1000	110	11B	\$39,200	Task Force Review
446-3-0063	Direct	True	1000	220	11B	\$3,000	Task Force Review
446-3-0064	Direct	False	4500	450	13	\$970,917	Task Force Review
446-3-0065	Direct	True	1000	120	11B	\$134,458	Task Force Review
446-3-0066	Direct	True	1000	220	4	\$10,288	Task Force Review
446-3-0067	Direct	True	1000	300	4	\$30,000	Task Force Review
446-3-0068	Direct	True	1000	300	4	\$30,000	Task Force Review
446-3-0069	Direct	True	2220	641	12	\$90,000	Task Force Review

Line Item Details

Line Item ID: 446-3-0001

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 - Summer Cert Salary

Account Number

50380

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$10,780

Budgeted Expenditures in SFY 2023

\$11,319

Budgeted Expenditures in SFY 2024

\$11,885

Total Expenditures

\$33,984

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0002

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 - Summer Class Salary

Account Number

50382

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$6,480

Budgeted Expenditures in SFY 2023

\$6,804

Budgeted Expenditures in SFY 2024

\$7,145

Total Expenditures

\$20,429

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Summer Cert Salary

Account Number

50380

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$6,720

Budgeted Expenditures in SFY 2023

\$7,056

Budgeted Expenditures in SFY 2024

\$7,409

Total Expenditures\$21,185**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0004

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 - Summer Cert Salary

Account Number

50380

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$6,720

Budgeted Expenditures in SFY 2023

\$7,056

Budgeted Expenditures in SFY 2024

\$7,409

Total Expenditures\$21,185**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0005

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 - Summer Class Salary

Account Number

50382

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$2,400

Budgeted Expenditures in SFY 2023

\$2,520

Budgeted Expenditures in SFY 2024

\$2,646

Total Expenditures

\$7,566

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Summer School FICA

Account Number

50384

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$2,533

Budgeted Expenditures in SFY 2023

\$2,659

Budgeted Expenditures in SFY 2024

\$2,792

Total Expenditures

\$7,984

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Summer Supplies

Account Number

50385

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$900

Budgeted Expenditures in SFY 2023

\$900

Budgeted Expenditures in SFY 2024

\$900

Total Expenditures

\$2,700

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0016

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 - Classified Salary

Account Number

50320

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$16,078

Budgeted Expenditures in SFY 2024

\$17,686

Total Expenditures

\$33,764

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0017

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 - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8,242

Budgeted Expenditures in SFY 2024

\$8,242

Total Expenditures

\$16,484

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0018

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 - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,230

Budgeted Expenditures in SFY 2024

\$1,353

Total Expenditures

\$2,583

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0019

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 - Certified Salary

Account Number

50315

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$57,221

Budgeted Expenditures in SFY 2024

\$60,083

Total Expenditures

\$117,304

Status

Task Force Review

Line Item Comment from KSDE

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0020

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 - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$4,378

Budgeted Expenditures in SFY 2024

\$4,597

Total Expenditures

\$8,975

Status

Task Force Review

Line Item ID: 446-3-0021

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 - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8,242

Budgeted Expenditures in SFY 2024

\$8,242

Total Expenditures

\$16,484

Status

Task Force Review

Line Item ID: 446-3-0022

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 - Certified Salary

Account Number

50315

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$16,078

Budgeted Expenditures in SFY 2024

\$17,686

Total Expenditures

\$33,764

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0023

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 - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8,242

Budgeted Expenditures in SFY 2024

\$8,242

Total Expenditures

\$16,484

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0024

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 - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,230

Budgeted Expenditures in SFY 2024

\$1,353

Total Expenditures

\$2,583

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0025

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 - Classified Salary

Account Number

50320

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$16,078

Budgeted Expenditures in SFY 2024

\$17,686

Total Expenditures

\$33,764

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0026

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 - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8,242

Budgeted Expenditures in SFY 2024

\$8,242

Total Expenditures

\$16,484

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0027

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,230

Budgeted Expenditures in SFY 2024

\$1,353

Total Expenditures

\$2,583

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0028

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 - Certified Salary

Account Number

50315

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$53,290

Budgeted Expenditures in SFY 2024

\$55,955

Total Expenditures

\$109,245

Status

Task Force Review

Line Item Comment from KSDE

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0029

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 - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8,242

Budgeted Expenditures in SFY 2024

\$8,242

Total Expenditures

\$16,484

Status

Task Force Review

Line Item ID: 446-3-0030

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$4,077

Budgeted Expenditures in SFY 2024

\$4,281

Total Expenditures

\$8,358

Status

Task Force Review

Line Item ID: 446-3-0031

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 - Certified Salary

Account Number

50315

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$53,290

Budgeted Expenditures in SFY 2024

\$55,955

Total Expenditures

\$109,245

Status

Task Force Review

Line Item Comment from KSDE

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0032

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8,242

Budgeted Expenditures in SFY 2024

\$8,242

Total Expenditures

\$16,484

Status

Task Force Review

Line Item ID: 446-3-0033

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 - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$4,077

Budgeted Expenditures in SFY 2024

\$4,281

Total Expenditures

\$8,358

Status

Task Force Review

Line Item ID: 446-3-0034

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 - Certified Salary

Account Number

50315

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$53,290

Budgeted Expenditures in SFY 2024

\$55,955

Total Expenditures

\$109,245

Status

Task Force Review

Line Item Comment from KSDE

Please clarify how this position will address learning loss due to Covid-19.

5/9/2022 This is not allowable under the 20%.

Line Item ID: 446-3-0035

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8,242

Budgeted Expenditures in SFY 2024

\$8,242

Total Expenditures

\$16,484

Status

Task Force Review

Line Item ID: 446-3-0036

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 - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$4,077

Budgeted Expenditures in SFY 2024

\$4,281

Total Expenditures

\$8,358

Status

Task Force Review

Line Item ID: 446-3-0037

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 - Certified Salary

Account Number

50315

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$53,290

Budgeted Expenditures in SFY 2024

\$55,955

Total Expenditures

\$109,245

Status

Task Force Review

Line Item Comment from KSDE

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0038

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 - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8,242

Budgeted Expenditures in SFY 2024

\$8,242

Total Expenditures

\$16,484

Status

Task Force Review

Line Item ID: 446-3-0039

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 - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$4,077

Budgeted Expenditures in SFY 2024

\$4,281

Total Expenditures

\$8,358

Status

Task Force Review

Line Item ID: 446-3-0040

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 - Classified Salary

Account Number

50320

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$21,840

Budgeted Expenditures in SFY 2024

\$22,932

Total Expenditures

\$44,772

Status

Task Force Review

Line Item Comment from KSDE

4/28 - 20% removed

4/25 - As described, this position does not meet the qualifications of an evidence based practice in order to qualify for the 20%. Below is a link to KSDE supported guidelines. Please let me know how you would like to proceed with this line item.
https://docs.google.com/document/d/1MTAPg8dMb3xOvhrvxdLOD-v8NbydvBDZnxWG_ZXm97c/edit

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0041

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 - Fringe

Account Number

50330

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8,242

Budgeted Expenditures in SFY 2024

\$8,242

Total Expenditures

\$16,484

Status

Task Force Review

Line Item Comment from KSDE

5/9/2022-This is not allowable under the 20%.

Line Item ID: 446-3-0042

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 - FICA

Account Number

50335

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,671

Budgeted Expenditures in SFY 2024

\$1,755

Total Expenditures

\$3,426

Status

Task Force Review

Line Item Comment from KSDE

This is not allowable under the 20%

Line Item ID: 446-3-0043

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 - Classified Salary

Account Number

50320

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$21,840

Budgeted Expenditures in SFY 2024

\$22,932

Total Expenditures

\$44,772

Status

Task Force Review

Line Item Comment from KSDE

4/28 - 20% removed

4/25 - As described, this position does not meet the qualifications of an evidence based practice in order to qualify for the 20%. Below is a link to KSDE supported guidelines. Please let me know how you would like to proceed with this line item.
https://docs.google.com/document/d/1MTAPg8dMb3xOvhrvxdLOD-v8NbydvBDZnxWG_ZXm97c/edit

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0044

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 - Fringe

Account Number

50330

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8,242

Budgeted Expenditures in SFY 2024

\$8,242

Total Expenditures

\$16,484

Status

Task Force Review

Line Item Comment from KSDE

This is not allowable under the 20%.

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - FICA

Account Number

50335

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,671
Budgeted Expenditures in SFY 2024	\$1,755
Total Expenditures	<u>\$3,426</u>

Status

Task Force Review

Line Item Comment from KSDE

This is not allowable under the 20%.

Allocation Type

Direct Allocation

Is this Item for 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 Salary

Account Number

50320

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$24,960

Budgeted Expenditures in SFY 2024

\$26,208

Total Expenditures

\$51,168

Status

Task Force Review

Line Item Comment from KSDE

4/28 - 20% removed

4/25 - As described, this position does not meet the qualifications of an evidence based practice in order to qualify for the 20%. Below is a link to KSDE supported guidelines. Please let me know how you would like to proceed with this line item.
https://docs.google.com/document/d/1MTAPg8dMb3xOvhrvxdLOD-v8NbydvBDZnxWG_ZXm97c/edit

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0047

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 - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8,242

Budgeted Expenditures in SFY 2024

\$8,242

Total Expenditures

\$16,484

Status

Task Force Review

Line Item Comment from KSDE

This is not allowable under the 20%.

Line Item ID: 446-3-0048

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 - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,910

Budgeted Expenditures in SFY 2024

\$2,005

Total Expenditures

\$3,915

Status

Task Force Review

Line Item Comment from KSDE

This is not allowable under the 20%.

Line Item ID: 446-3-0049

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Technoloty Equip

Account Number

50340

Function Code

1000 - Instruction

Object Code

734 - Technology -Related Hardware

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$2,742,727

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$2,742,727

Status

Task Force Review

Line Item Comment from KSDE

4/26 - Please provide supporting data including approximately how many devices will be purchased compared to how many devices are out of date and number of students who do not have a device at all. Additional information regarding a comparison of depreciation values making Apple products superior to Chrome Books etc... would also be beneficial. Is it significantly more cost effective to purchase in bulk, both in products and possible IT labor, versus gradually replacing over time?

Please clarify what the students utilize now and the necessity to replace all equipment next year.

Line Item ID: 446-3-0050

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 - Contract Svc JAG K

Account Number

50350

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$74,000
Budgeted Expenditures in SFY 2024	\$74,000
Total Expenditures	<u>\$148,000</u>

Status

Task Force Review

Line Item Comment from KSDEPlease describe the services to be provided and their relation to learning loss due to Covid-19
This is not allowable under the 20%.

Line Item ID: 446-3-0051

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 - Contract Svc JAG K

Account Number

50350

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$11,000
Budgeted Expenditures in SFY 2024	\$11,000
Total Expenditures	<u>\$22,000</u>

Status

Task Force Review

Line Item Comment from KSDE

This is not allowable under the 20%.

Line Item ID: 446-3-0052

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 III - Programs/Software

Account Number

50355

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$65,205

Total Expenditures

\$65,205

Status

Task Force Review

Line Item Comment from KSDE

4/25 - While this is an approved, evidence-based curriculum, this description indicates the program is for all students, which would be eligible for the 80%. However, it is marked as targeting the 20%. Please clarify how this curriculum will relate specifically to vulnerable populations most impacted by Covid-19 disruptions

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0053

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 III - Programs/Software

Account Number

50355

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$23,871**Budgeted Expenditures in SFY 2023** \$23,871**Budgeted Expenditures in SFY 2024** \$23,871**Total Expenditures** \$71,613**Status**

Task Force Review

Line Item Comment from KSDE

4/25 - This item is an approved, evidence-based, curriculum and would be eligible for the 80%. However, it is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative states that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to vulnerable population as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0054

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

ESSER III - Programs/Software

Account Number

50355

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$30,660

Total Expenditures

\$30,660

Status

Task Force Review

Line Item Comment from KSDE

4/25 - This item is an approved, evidence-based, curriculum and would be eligible for the 80%. However, it is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative states that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to vulnerable population as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0055

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

ESSER III - Programs/Software

Account Number

50355

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$19,251**Total Expenditures** \$19,251**Status**

Task Force Review

Line Item Comment from KSDE

4/25 - This item is an approved, evidence-based, curriculum and would be eligible for the 80%. However, it is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative states that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to vulnerable population as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0056

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Programs/Software

Account Number

50355

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$3,695**Budgeted Expenditures in SFY 2023** \$3,695**Budgeted Expenditures in SFY 2024** \$3,695**Total Expenditures** \$11,085**Status**

Task Force Review

Line Item Comment from KSDE

4/25 - This item is an approved, evidence-based, curriculum and would be eligible for the 80%. However, it is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative seems to indicate that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to vulnerable population as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0057

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 - Programs/Software

Account Number

50355

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$36,491

Budgeted Expenditures in SFY 2023

\$40,194

Budgeted Expenditures in SFY 2024

\$44,213

Total Expenditures

\$120,898

Status

Task Force Review

Line Item Comment from KSDE

4/25 - This item is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0058

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 - Programs/Software

Account Number

50355

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$1,121

Budgeted Expenditures in SFY 2023

\$1,121

Budgeted Expenditures in SFY 2024

\$1,121

Total Expenditures

\$3,363

Status

Task Force Review

Line Item Comment from KSDE

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Programs/Software

Account Number

50355

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$2,749

Budgeted Expenditures in SFY 2023

\$2,749

Budgeted Expenditures in SFY 2024

\$2,749

Total Expenditures

\$8,247

Status

Task Force Review

Line Item Comment from KSDE

4/25 - This item is an approved, evidence-based, curriculum and would be eligible for the 80%. However, it is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Programs/Software

Account Number

50355

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$29,583

Budgeted Expenditures in SFY 2023

\$32,541

Budgeted Expenditures in SFY 2024

\$35,796

Total Expenditures

\$97,920

Status

Task Force Review

Line Item Comment from KSDE

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0061

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

ESSER III - Programs/Software

Account Number

50355

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$30,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$30,000

Status

Task Force Review

Line Item Comment from KSDE

4/25 - This item is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0062

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 III - Certified Salary

Account Number

50315

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$19,600

Budgeted Expenditures in SFY 2024

\$19,600

Total Expenditures

\$39,200

Status

Task Force Review

Line Item Comment from KSDE

4/25 - This item is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0063

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

ESSER III - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,500

Budgeted Expenditures in SFY 2024

\$1,500

Total Expenditures

\$3,000

Status

Task Force Review

Line Item ID: 446-3-0064

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 - Pre School Expansion

Account Number

50375

Function Code

4500 - New Building Acquisition and Construction

Object Code

450 - Construction Services (Outside Contractors)

Allowable Use

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$970,917**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$970,917**Status**

Task Force Review

Line Item Comment from KSDE

4/28 Please provide more information about the number of students currently served vs those anticipated to be served with this expansion. Also, can you provide more information about the link of the need for expansion to the Covid-19 pandemic?

Please clarify the number of students served

This requires the capital improvement paperwork.

Line Item ID: 446-3-0065

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

ESSER III - Kids Crew Salary

Account Number

50325

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$67,229**Budgeted Expenditures in SFY 2024** \$67,229**Total Expenditures** \$134,458**Status**

Task Force Review

Line Item Comment from KSDE

4/25 - This item is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0066

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

ESSER III - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,144**Budgeted Expenditures in SFY 2024** \$5,144**Total Expenditures** \$10,288**Status**

Task Force Review

Line Item ID: 446-3-0067

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

ESSER III - Comm In Schools

Account Number

50365

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	<u>\$30,000</u>

Status

Task Force Review

Line Item Comment from KSDE

4/25 - This item is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0068

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

ESSER III - Comm In Schools

Account Number

50365

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	<u>\$30,000</u>

Status

Task Force Review

Line Item Comment from KSDE

4/25 - This item is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0069

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 - Library Books

Account Number

50370

Function Code

2220 - Educational Media Services

Object Code

641 - Books

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$30,000**Budgeted Expenditures in SFY 2023** \$30,000**Budgeted Expenditures in SFY 2024** \$30,000**Total Expenditures** \$90,000**Status**

Task Force Review

Line Item Comment from KSDE

Please describe the materials and how this will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

5/9/2022- Is this to replace existing books or is this to buy new materials for the kids to keep? Please provide additional detail on the plan.

ESSER III APPLICATION FOR D0447

Status

Task Force Review

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Cherryvale	618 East 4th Street, Cherryvale, KS 673352306	618 East 4th Street, Cherryvale, KS 673352306
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Travis Githens	tgithens@usd447.org	(620) 336-8139

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Travis Githens	Superintendent	tgithens@usd447.org	(620) 336-8139
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Andrea Easley	aeasley@usd447.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://www.usd447schools.org/vimages/shared/vnews/stories/55fb1a63a1edd/USD%20447%20Operations%20Guidlines%202021-22%20-%20Revised%20September%20%20\(1\).pdf](https://www.usd447schools.org/vimages/shared/vnews/stories/55fb1a63a1edd/USD%20447%20Operations%20Guidlines%202021-22%20-%20Revised%20September%20%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 district did not suffer prolonged school closures once we were allowed to return to face-to-face instruction in August 2020. With only a few exceptions, USD 447 schools maintained face-to-face operations from August 2020 until the present, with the exception of December 11, 2020, when we were forced to close a building for a day when the cooking staff was out sick with COVID and we were figuring out alternative ways to serve school meals. During the 2020-21 school year, we provided students with the option of on-line learning as their means of operation, and approximately 12% of our students made this selection at first. This turned out NOT to be a productive mode of learning, and most of those students had returned to face-to-face instruction by the end of that school year; however, the impact of that learning modality lingers for many of those students. Individual absenteeism caused by COVID-19, non-COVID illness, and other reasons continues to be a challenge. Students missing school not only negatively impacts their own learning, but also makes it difficult for the rest of the class to move at its normal pace through the curriculum. Teachers anecdotally report that attempting to juggle the individualized instruction necessary to catch students up when they return is adding to teacher fatigue and burn out. All of the above factors manifest themselves as more kids being behind academically and needing tier 2 and 3 interventions. Our daily attendance rate is down and chronic absenteeism is up significantly following COVID. In 2018-19 our daily attendance was 94.8% and chronic absenteeism 14.4%. This deteriorated in 2019-20, with our daily attendance falling to 94.1% and chronic absenteeism increasing to 17.3%. In 2020-21, daily absenteeism fell to 90.3% and chronic absenteeism climbed to 37.1%. Days of school attendance correlate highly with better student achievement and graduation, so greater absenteeism is of great concern to us. Thus, our focus on health and sanitation measures will continue to be of upmost importance. These mitigation strategies include additional cleaning and sanitation protocols to be carried out by custodial staff and additional nursing time to monitor student health and testing during periods of high transmission rates in our community. We also believe air quality improvement in our worst facilities is something we can do to decrease student absenteeism caused by illness. This will protect our students and staff from COVID-19, its future variants, as well as other air-borne illness, such as cold and flu. To achieve improved air quality in our buildings, we will replace the antiquated HVAC system with a system that meets CDC recommendation for COVID-19 mitigation and add ventilation and HVAC with filtration capabilities to the Thayer School gymnasium to improve the air quality for students and patrons during physical education, indoor recess, and middle school practices and events. We would like to make similar improvements at Lincoln Central Elementary. We are fortunate to already have good air quality at CMHS due to an HVAC upgrade made in 2018, and we noted significant improvement of student and staff health /absenteeism there from non-COVID illness when it was installed, and we believe it has contributed to better student health in that building during COVID as well. We believe these mitigation strategies will allow us to continue to keep our schools open for face-to-face instruction even when infection rates are elevated in our community.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

Much of our ESSER III plan is a continuation of our ESSER II plan, that seems to be working well. This stakeholder engagement section describes not only our outreach for ESSER III planning, but also our planning for the ESSER II plans that ESSER III funds will continue to support. To develop a comprehensive plan ESSER funds, the district engaged with our stakeholders by asking, "What do you/your students need to feel confident in our health protocols, to recover from the spring 2020 shut down, and to be successful in school going forward?" During implementation of the ESSER II portion of the plan, we were able get feedback on "How is it working? What can we improve?" The following methods were utilized to include students in our planning:

- Teacher conversations with students (by classrooms)
- Teacher and administrator one-on-one conversations with students
- Social Worker, Counselor, and/or Behavioral Mental Health Liaison conversations with struggling students and their parents
- Academic Advisor Conversations with students at Cherryvale Middle High School
- Student council

Input we received:

- 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:

- Social worker/Counselor SEL needs data (number of and length of visits to allow students to self-regulate and return to class)
- Student achievement data (KS Assessment, AIMS Web data, ASPIRE data, ACT data)
- Student grades
- Student rates of absenteeism (district average and days missed by individual students)
- Teacher observation of student behavior and coping difficulties
- Data on student attendance at summer school and after-school programming (when we had reading grant that provided this) – note that we couldn't get kids to attend the after-school program who needed it.

This input and data regarding students were used to draft our ESSER plan.

Families

Much of our ESSER III plan is a continuation of our ESSER II plan, that seems to be working well. This stakeholder engagement section describes not only our outreach for ESSER III planning, but also our planning for the ESSER II plans that ESSER III funds will continue to support. To develop a comprehensive plan ESSER funds, the district engaged with our stakeholders by asking "What do you/your students need to feel confident in our health protocols, to recover from the spring 2020 shut down, and to be successful in school going forward?" During implementation of the ESSER II portion of the plan, we were able get feedback on "How is it working? What can we improve?" The following methods were utilized to include families in our planning:

- Parents attending board meetings based at the elementary schools instead of our usual CMHS location (Thayer in September 2021 and Lincoln Central in October 2021)
- Parent attendance at regular board meetings when COVID protocols were discussed (50+ people attended several such meetings and used the "public comment" period to make their thoughts known)
- Title I parent survey given at Thayer in October Lincoln Central in November.
- Patron survey which asked about various things, including need for HVAC/air quality improvements at the buildings.
- Site council meetings held in October, November, December, and February during the 2021-22 school year.
- Parent/Teacher conferences (October 18&21, 2021 and February 7&9, 2022).
- Social Worker, Counselor, and/or Behavioral Mental Health Liaison conversations with struggling students and their parents
- Individual parent comments shared with board members and educators

Input we received:

- Remote learning must be avoided at all costs
- Remote learning causes hardship on families
- Many parents felt that masks and social distancing were causing their children to hate school, have headaches, other negative effects
- Extra help as soon as students are struggling – don't wait for summer
- Communication with them [parents] if students are struggling
- Summer programs / After-School Programs
- Want things as back-to-normal as possible
- Make sure kids can play sports, but don't like limited fan attendance or masking requirements of fans

The above information was used to draft our Comprehensive ESSER plan. The ESSER II plan was communicated to parents as school began and shared with site councils and feedback was positive.

School and District Administrators including Special Education Administration

To develop a comprehensive plan for the use of our ESSER II and III funds, administrators met to discuss data and stakeholder response to the questions: "What do you/your students need to feel confident in our health protocols, to recover from the spring 2020 shut down, and to be successful in school going forward?" We also discussed feedback we were hearing from the 2020-21 school year as it progressed. Administration met in the following manner:

- Formal monthly meetings
- Informal meetings – one-on-one with the superintendent
- Phone calls and meetings with administrators from Tri-County Special Education Coop, which serves the districts' students with special needs
- Superintendent met formally with the Tri-County Administration and other co-op superintendents each month

Input we received:

- Pleased that Tri-County and Montgomery County schools are trying to stick together on health protocols
- Concern for several medically fragile students
- More students are academically behind. Need for quality Tier 2 interventions, not more special education placements
- Need to know summer intervention plans early so Tri-County can plan for special education supports for their students attending
- Staff burnout, staff retention fears
- 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

The district considered this stakeholder input, along with the following data:

- Student achievement data, number of students in Tier II and III interventions
- Absenteeism data
- Age and design of current HVAC system

The above information was used to draft our ESSER plan.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

To develop a comprehensive plan for the use of both ESSER II and III funds, our district engaged with teachers around these questions: "What do you/your students need to feel confident in our health protocols, to recover from the spring 2020 shut down, and to be successful in school going forward?" We also discussed feedback we were hearing from the 2020-21 school year as it progressed.

The following engagement methods were utilized:

- Monthly faculty meetings (every 4 to 6 weeks)
- BLT meetings (Oct, Dec, Feb, and March)
- DLT meetings (monthly)
- Periodic superintendent meetings with Cherryvale Teacher Association President, Harry Hester
- 2021-22 Teacher Negotiations
- Meetings with all staff in Thayer to specifically discuss potential design of an HVAC system and impacts it would have to improve air quality and staff and student health

Input we received:

- ESSER II supports are working – data shows Tier 2 supports are working
- Concern about large kindergarten class from 20-21 who had pre-school cut short with shut down. Need to continue to keep their class small to catch them up before 2nd grade
- Continued concern about impact of shut down on primary grades and the need for intensive one-one-one supports and robust Tiered Interventions to get them on-grade level by end of 3rd grade.
- Absenteeism concerns-it's hard to get kids caught up when so many are gone from class
- Teacher burnout, very few willing to work an after-school program
- Union satisfaction with district's response to the pandemic

The district considered this stakeholder input, along with the following data:

- Attendance data
- Student achievement data

The above information was used to draft our ESSER plan. Faculty meetings continue to be a source of on-going dialogue with teachers to adjust plans if needed.

Tribes

USD 447 has 15 students in 6 families who identified as Native American at enrollment but they don't have connections to the tribe. To help develop our ESSER III plan, the district reached out to these parents and asked, "What do you/your students need to feel confident in our health protocols, to recover from the spring 2020 shut down, and to be successful in school going forward?"

The following engagement methods were utilized:

- Phone call by Travis Githens to parents in Spring, 2022
- Additionally, these parents had the same opportunities described under "Families"

Input we received:

- Remote learning must be avoided at all costs
- Keep schools open at all costs
- Remote learning causes hardship on families
- Extra help as soon as students are struggling – don't wait for summer
- Communication with them [parents] if students are struggling
- Summer programs / After-School Programs

The district considered this stakeholder input, along with the following data:

- Attendance and achievement data specific to these 15 Native American students

The above information was used to draft our ESSER plan.

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” by asking: “What do you/your students need to feel confident in our health protocols, to recover from the spring 2020 shut down, and to be successful in school going forward?” 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
- Social Worker, Counselor, and/or Behavioral Mental Health Liaison conversations with struggling students and their parents
- Academic Advisor Conversations with students at Cherryvale Middle High School
- Site Council

Input we received:

- Concerns regarding health of students, especially those who are medically fragile or with health conditions such as asthma
- Remote learning doesn’t work for their kids, but appreciation for staff who were working with them during remote learning
- Need for academic supports

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.

Additionally, we reached out to the following civil rights organizations in our state/region to seek feedback on our planned supports listed below and requesting additional suggestions to best meet the needs of students as it relates to their civil rights:

? Organizations Contacted:

? Kansas Action for Children – John Wilson, john@kac.org

? Disability Rights Center of KS – Lane Williams, lane@drckansas.org

? United Way of the Plains – Heather Crump, hcrump@unitedwayplains.org

? NAACP of Lawrence – (contacted through website)

Copies of the communication sent and received have been saved as documentation of our attempt to obtain input and feedback. The Disability Rights Center of Kansas liked our plan and said all students in Kansas would benefit from “Additional supports and services, such as summer enrichment programs and after school tutoring.” In our correspondence with the above organizations, we communicated about the following supports which we believe will benefit all populations of our students:

- 2 additional primary teachers to reduce class size and strengthen ability to provide appropriate Tiered Intervention Groups targeted for students; specific learning needs
- Extended School Year
- 1:1 Learning Technology – increased internet bandwidth and instructional technology devices for all students
- Professional Learning for Instructional Staff (how to meet learning and social-emotional needs of all learners)
- Additional staff, equipment and supplies to clean and sanitize the building
- Additional nursing staff, health equipment, and supplies
- Air Quality Improvement to reduce transmission of air-borne illness, such as COVID-19

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

Much of our ESSER III plan is a continuation of our ESSER II plan, that seems to be working well. To develop a comprehensive plan ESSER funds, the district engaged with our stakeholders by asking, "What do you/your students need to feel confident in our health protocols, to recover from the spring 2020 shut down, and to be successful in school going forward?" During implementation of the ESSER II portion of the plan, we were able get feedback on "How is it working? What can we improve?" The following methods were utilized to include under-served populations in our planning:

Note that USD 2021-22 for the 2021-22 school year does not have any ESL students or students identified as immigrant or migrant. Input regarding students with disabilities was explained in question f above. The district has 5 students identified as homeless and 33 students in foster care. Input from the parents of these students was obtained by contacting parents of homeless students and a sampling of foster care parents to represent their interests:

- Phone call by Travis Githens to parents during Spring 2022
- Additionally, these parents had the same opportunities described under "Families"

Input we received:

- Keep kids in school
- Remote learning causes hardship on families
- Summer programs / After-School Programs

The district considered this stakeholder input, along with the following data:

- Attendance and achievement data specific to known foster students

The above information was used to draft our ESSER plan.

Provide the public the opportunity to provide input and take such input into account

To develop a comprehensive plan for the use of both ESSER II and III funds, our district used our normal ways to engage with the community regarding their perception of student needs for inclusion in our ESSER plan. That outreach included the following:

- Conversations with County Health Officials / area medical providers
- Board member interaction with members of the business community and community at-large
- Board meetings based at the elementary schools instead of our usual CMHS location (Thayer in September 2021 and Lincoln Central in October 2021)
- Attendance at regular board meetings when COVID protocols were discussed (50+ people attended several such meetings and used the "public comment" period to make their thoughts known)
- Patron survey which asked about various things, including need for HVAC/air quality improvements at the buildings.
- 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 following board meetings: July, Aug 2021 and Jan, March, April of 2022.

Input we received:

- Need to keep students in school
- Impact of air quality on disease transmission and student/staff health (public is anything that can prevent kids from having to wear masks as often, which happens if our infection rate climbs above 4%)
- Mental health strains on students and families caused by pandemic

The above information was used to draft our ESSER plan. The ESSER III plans were placed on the district Facebook page to provide a final place for public comment prior to submitting the plan to KSDE for approval.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

After students returned to school in August 2020, assessment results showed learning loss caused by the COVID disruption in spring 2020. AIMS web fall data showed up the majority of primary students had fallen below grade level since their last assessment. Most disturbing was Thayer 2nd graders, where zero percent of students entered second grade reading on grade level in 2020. Math showed similar declines, with summer learning loss causing about 40% of students to drop below grade level. About half of the K-8 students in reading and math who needed tier two intervention moved to needing tier 3 intervention. The summer learning loss continued to be more pronounced than it had been before COVID over summer 2021. Primary students reading on grade level in the spring, fell about 35 percentage points when they returned in the fall. Math declined around 35% for the primary grades. Upper grades had less summer learning loss, but it was elevated from the pre-COVID trends. At all grades, it was noticeable that students were not gaining as much ground as usual during the school year, as measured by the winter AIMS web. We believe this is because of the extremely elevated Chronic Absenteeism rate, which has risen to 37.1% during COVID. ACT average composite scores showed a decline by one point from 2019 to 2021.

COVID-19 has caused increased absenteeism in the district. In 2018-19 our daily attendance was 94.8% and chronic absenteeism 14.4%. This deteriorated in 2019-20, with our daily attendance falling to 94.1% and chronic absenteeism increasing to 17.3%. In 2020-21, daily attendance fell to 90.3% and chronic absenteeism climbed to 37.1%.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic.

It is important to note that due to a decline in enrollment that accompanied the pandemic, the district would be forced to increase class size by reducing 2 staff positions. Our smallest class sizes happen to be in the primary grades, so these would have been the grade levels impacted by staffing reductions. Given the AIMSweb data showing alarming learning loss in the fall of 2020 in the primary grades, ESSER funds will enable class sizes at the primary levels to be staffed at a ratio below 1:15, where research indicates that smaller class size does make an impact by providing for more individualized instruction.

Furthermore, these additional certified staff members allow for a more robust intervention program by allowing for additional small groups of students to be staffed by a certified staff members during reading and math intervention times. This strategy is designed to ensure these students are at or above grade level by the end of the 2nd or 3rd grade year, where research indicates that the odds will be significantly increased that these students will remain on grade level throughout their K-12 career.

The district has come to rely heavily on instructional software applications and 1:1 technologies purchased with ESSER I and at-risk funds during the pandemic. We have discovered that a number of Chromebook devices have reached the end of the useful life as they can no longer be upgraded to run the applications we have come to depend upon. Those older Chromebooks will need to be replaced at a rate that outstrips out current technology replacement plan.

1. 2 Primary Classroom Teachers – salary and benefits from Aug 2022 through June 2024.

2. Extended School Year – preK-12 summer school staff and supplies as per below

? Certified Instructional Staff Salaries and Benefits

? Classified Instruction Staff Salaries and Benefits

? Classified Non-Instructional Staff (custodial, transportation

? Summer Utilities (additional costs required to keep buildings operating during summer months)

? Transportation Costs

? Instructional Materials and Supplies

3. Internet – additional bandwidth to allow for greater use of 1:1 technology and streaming that the district has utilized since the pandemic

4. Technology Equipment – Chromebook replacements

5. Professional Learning – ensuring that teachers maintain and increase their use of research-based instructional strategies and use of data to inform their Tier 1 instruction and Tiered Interventions and can be responsive to the social-emotional needs of students who continue to suffer mental health impacts from the pandemic.

The effectiveness of this plan will be monitored as a part of the district's overall Tiered Intervention Program and KESA school improvement process. For details, see section 9 of this application.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

After the 20% set-aside has been spent as described above, the remaining funds will be spent on things necessary to maintain the health and safety of students, staff, and visitors. This includes custodial salaries necessary to maintain the level of cleaning and sanitation to maintain CDC guidelines in the buildings. Extra hours of nursing will be used to assess student health, perform required testing to reduce days of quarantine. Equipment and supplies necessary for the custodial and nursing staff to carry out these pandemic related functions will also be provided with ESSER III funds. retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic. The remaining funds will be spent on the air quality improvement projects. The funds will purchase a VRF system and rooftop units to introduce fresh air into the elementary schools, as well as provide filtration of fine particles to reduce the transmission of COVID-19 and other air-borne illnesses. It should be noted that the high school had such a system already in place prior to the start of the pandemic. Details are below:

- 1.5 custodial staff – salaries and benefits
- Custodial Supplies and Equipment
- Additional hours of Nursing – salary and benefits
- Nursing and PPE Supplies and Equipment
- Air Quality Improvement – HVAC upgrades

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 effectiveness of this plan will be monitored as a part of the district’s overall Tiered Intervention Program and KESA school improvement process. Data to be used for plan monitoring and decision-making includes the following:

- AIMSweb (3 times a year)
- KS Interim Assessments
- ACT
- WorkKeys
- CTC Survey data
- Number, Duration, and Nature of visits to Social Worker and Counseling Staff (reported as aggregate data by SEL staff to maintain student confidentiality)
- Attendance Data
- Additional data produced by interventions utilized below

Evidence-Based Programs to be utilized as part of this plan include the following (programs and assessments are being paid through non-ESSER funds)

- Progress Monitoring (weekly, monthly, quarterly)
- IXL
- 95% Group
- Heggerty Phonemic Awareness
- Read Naturally
- Guided Reading Assessment (3 times annually)
- Envision Math
- MTSS
- Starfall
- ABC Math

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$2,527,521	\$0	\$2,527,521	ESSER III Allocations	\$505,505
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$2,527,521	\$0	\$2,527,521	Amount Still Needed	\$505,505
In Review Total	\$2,527,521	\$0	\$2,527,521	In Review Total	\$536,033
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
447-3-0001	Direct	True	1000	260	12	\$1,830	Task Force Review
447-3-0002	Direct	True	1000	120	11A	\$30,500	Task Force Review
447-3-0003	Direct	True	1000	220	11A	\$2,335	Task Force Review
447-3-0004	Direct	True	1000	260	11A	\$305	Task Force Review
447-3-0005	Direct	True	2400	220	11A	\$345	Task Force Review
447-3-0006	Direct	True	2400	260	11A	\$45	Task Force Review
447-3-0007	Direct	True	2600	620	11A	\$28,000	Task Force Review
447-3-0008	Direct	True	1000	600	11A	\$25,500	Task Force Review
447-3-0009	Direct	True	2700	120	11A	\$2,000	Task Force Review
447-3-0010	Direct	True	2700	220	11A	\$154	Task Force Review
447-3-0011	Direct	True	2700	260	11A	\$20	Task Force Review
447-3-0012	Direct	True	2700	626	11A	\$1,200	Task Force Review
447-3-0013	Direct	False	2600	120	16	\$50,500	Task Force Review
447-3-0014	Direct	False	2600	220	16	\$3,864	Task Force Review
447-3-0015	Direct	False	2600	210	16	\$26,400	Task Force Review
447-3-0016	Direct	False	2600	260	16	\$505	Task Force Review
447-3-0017	Direct	True	2230	300	9	\$10,000	Task Force Review
447-3-0018	Direct	False	2130	120	16	\$8,600	Task Force Review
447-3-0019	Direct	False	2130	200	16	\$86	Task Force Review
447-3-0020	Direct	True	1000	700	9	\$52,500	Task Force Review
447-3-0021	Direct	True	1000	110	11A	\$126,000	Task Force Review
447-3-0022	Direct	True	1000	220	11A	\$9,639	Task Force Review
447-3-0023	Direct	True	1000	260	11A	\$1,260	Task Force Review
447-3-0024	Direct	True	1000	270	11A	\$1,260	Task Force Review
447-3-0025	Direct	True	1000	270	12	\$1,820	Task Force Review
447-3-0026	Direct	True	1000	270	11A	\$305	Task Force Review
447-3-0027	Direct	True	2700	270	11A	\$20	Task Force Review
447-3-0028	Direct	False	2600	270	16	\$505	Task Force Review
447-3-0029	Direct	False	2130	270	16	\$86	Task Force Review
447-3-0030	Direct	False	2130	600	16	\$0	Task Force Review

447-3-0033	Direct	True	1000	320	1A	\$7,500	Task Force Review
447-3-0034	Direct	False	2600	600	7	\$12,500	Task Force Review
447-3-0035	Direct	False	2600	700	7	\$15,000	Task Force Review
447-3-0036	Direct	False	2500	120	15	\$1,000	Task Force Review
447-3-0037	Direct	False	3100	120	15	\$13,000	Task Force Review
447-3-0038	Direct	False	1000	100	15	\$71,000	Task Force Review
447-3-0039	Direct	False	1000	120	15	\$17,000	Task Force Review
447-3-0040	Direct	False	2400	120	15	\$9,000	Task Force Review
447-3-0041	Direct	False	2130	120	15	\$2,000	Task Force Review
447-3-0042	Direct	False	2600	120	15	\$13,000	Task Force Review
447-3-0043	Direct	False	2700	120	15	\$6,000	Task Force Review
447-3-0044	Direct	True	1000	100	12	\$183,000	Task Force Review
447-3-0045	Direct	True	1000	220	12	\$14,000	Task Force Review
447-3-0046	Direct	True	1000	210	12	\$31,950	Task Force Review
447-3-0047	Direct	True	2400	120	11A	\$4,500	Task Force Review
447-3-0048	Direct	False	2130	220	16	\$658	Task Force Review
447-3-0049	Direct	True	2400	270	11A	\$45	Task Force Review
447-3-0050	Direct	False	4700	450	14	\$1,740,708	Task Force Review
447-3-0051	Direct	False	2500	220	15	\$76	Task Force Review

Line Item Details

Line Item ID: 447-3-0001

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

ESSER3 Teacher Unemployment

Account Number

73140

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$900**Budgeted Expenditures in SFY 2024** \$930**Total Expenditures** \$1,830**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic. It is important to note that due to a decline in enrollment that accompanied the pandemic, the district would be forced to increase class size by reducing 2 staff positions. Our smallest class sizes happen to be in the primary grades, so these would have been the grade levels impacted by staffing reductions."

Line Item ID: 447-3-0002

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

ESSER3 Para Salaries

Account Number

73160

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$8,500

Budgeted Expenditures in SFY 2023

\$8,500

Budgeted Expenditures in SFY 2024

\$13,500

Total Expenditures

\$30,500

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0003

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

ESSER3 Para FICA

Account Number

73170

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$651

Budgeted Expenditures in SFY 2023

\$651

Budgeted Expenditures in SFY 2024

\$1,033

Total Expenditures

\$2,335

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0004

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

ESSER3 Para Unemployment

Account Number

73180

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$85

Budgeted Expenditures in SFY 2023

\$85

Budgeted Expenditures in SFY 2024

\$135

Total Expenditures

\$305

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

Line Item ID: 447-3-0005

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

ESSER3 Clerical FICA

Account Number

73210

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$115

Budgeted Expenditures in SFY 2024

\$230

Total Expenditures

\$345

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0006

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

ESSER3 Clerical Unemployment

Account Number

73220

Function Code

2400 - Support Services (School Administration)

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$15

Budgeted Expenditures in SFY 2024

\$30

Total Expenditures

\$45

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0007

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

ESSER3 Summer School Utilities

Account Number

73380

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

620 - Energy

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$13,500

Budgeted Expenditures in SFY 2024

\$14,500

Total Expenditures

\$28,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic." 4/19/22 Per applicant; this amount has been calculated to be the difference between typical summer spending and spending overages due to Covid 19.

Line Item ID: 447-3-0008

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

ESSER3 Instructional Supplies

Account Number

73400

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$8,500

Budgeted Expenditures in SFY 2023

\$8,500

Budgeted Expenditures in SFY 2024

\$8,500

Total Expenditures

\$25,500

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0009

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

ESSER3 Transportation Salaries

Account Number

73330

Function Code

2700 - Student Transportation Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,000

Budgeted Expenditures in SFY 2024

\$1,000

Total Expenditures

\$2,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0010

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

ESSER3 Transportation FICA

Account Number

73340

Function Code

2700 - Student Transportation Services

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$77

Budgeted Expenditures in SFY 2024

\$77

Total Expenditures

\$154

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0011

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

ESSER3 Transportation Unemployment

Account Number

73350

Function Code

2700 - Student Transportation Services

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$10

Budgeted Expenditures in SFY 2024

\$10

Total Expenditures

\$20

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0012

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

ESSER3 Transportation Fuel

Account Number

73370

Function Code

2700 - Student Transportation Services

Object Code

626 - Gasoline

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$500

Budgeted Expenditures in SFY 2024

\$700

Total Expenditures

\$1,200

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0013

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 Custodial Salaries

Account Number

73280

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$25,000

Budgeted Expenditures in SFY 2024

\$25,500

Total Expenditures

\$50,500

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "After the 20% set-aside has been spent as described above, the remaining funds will be spent on things necessary to maintain the health and safety of students, staff, and visitors. This includes custodial salaries necessary to maintain the level of cleaning and sanitation to maintain CDC guidelines in the buildings."

Line Item ID: 447-3-0014

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 Custodial FICA

Account Number

73290

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,913

Budgeted Expenditures in SFY 2024

\$1,951

Total Expenditures

\$3,864

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "After the 20% set-aside has been spent as described above, the remaining funds will be spent on things necessary to maintain the health and safety of students, staff, and visitors. This includes custodial salaries necessary to maintain the level of cleaning and sanitation to maintain CDC guidelines in the buildings."

Line Item ID: 447-3-0015

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 Custodial Benefits

Account Number

73300

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$13,200

Budgeted Expenditures in SFY 2024

\$13,200

Total Expenditures

\$26,400

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "After the 20% set-aside has been spent as described above, the remaining funds will be spent on things necessary to maintain the health and safety of students, staff, and visitors. This includes custodial salaries necessary to maintain the level of cleaning and sanitation to maintain CDC guidelines in the buildings."

Line Item ID: 447-3-0016

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 Custodial Unemployment

Account Number

73310

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$250

Budgeted Expenditures in SFY 2024

\$255

Total Expenditures

\$505

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "After the 20% set-aside has been spent as described above, the remaining funds will be spent on things necessary to maintain the health and safety of students, staff, and visitors. This includes custodial salaries necessary to maintain the level of cleaning and sanitation to maintain CDC guidelines in the buildings."

Line Item ID: 447-3-0017

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

ESSER3 Internet

Account Number

73390

Function Code

2230 -

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**9 - Purchasing educational technology
(including hardware, software, and
connectivity) for the LEA's students.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$10,000

Total Expenditures

\$10,000

Status

Task Force Review

Line Item ID: 447-3-0018

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 Nursing Salary

Account Number

73240

Function Code

2130 - Health Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$8,600

Total Expenditures

\$8,600

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "Extra hours of nursing will be used to assess student health, perform required testing to reduce days of quarantine. Equipment and supplies necessary for the custodial and nursing staff to carry out these pandemic related functions will also be provided with ESSER III funds."

Line Item ID: 447-3-0019

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 Nursing Unemployment

Account Number

73260

Function Code

2130 - Health Services

Object Code

200 - EMPLOYEE BENEFITS

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$86

Total Expenditures

\$86

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "Extra hours of nursing will be used to assess student health, perform required testing to reduce days of quarantine. Equipment and supplies necessary for the custodial and nursing staff to carry out these pandemic related functions will also be provided with ESSER III funds."

Line Item ID: 447-3-0020

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

ESSER3 Technology Equipment

Account Number

73410

Function Code

1000 - Instruction

Object Code

700 - PROPERTY

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$7,500

Budgeted Expenditures in SFY 2023

\$20,000

Budgeted Expenditures in SFY 2024

\$25,000

Total Expenditures

\$52,500

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "The district has come to rely heavily on instructional software applications and 1:1 technologies purchased with ESSER I and at-risk funds during the pandemic. We have discovered that a number of Chromebook devices have reached the end of the useful life as they can no longer be upgraded to run the applications we have come to depend upon. Those older Chromebooks will need to be replaced at a rate that outstrips out current technology replacement plan."

Line Item ID: 447-3-0021

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

ESSER3 Teacher Salaries

Account Number

73110

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$30,000

Budgeted Expenditures in SFY 2023

\$42,000

Budgeted Expenditures in SFY 2024

\$54,000

Total Expenditures

\$126,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0022

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

ESSER3 Teacher FICA

Account Number

73120

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$2,295

Budgeted Expenditures in SFY 2023

\$3,213

Budgeted Expenditures in SFY 2024

\$4,131

Total Expenditures

\$9,639

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0023

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

ESSER3 Teacher Unemployment

Account Number

73140

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$300

Budgeted Expenditures in SFY 2023

\$420

Budgeted Expenditures in SFY 2024

\$540

Total Expenditures

\$1,260

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0024

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

ESSER3 Teacher Work Comp

Account Number

73150

Function Code

1000 - Instruction

Object Code

270 - Worker's Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$300

Budgeted Expenditures in SFY 2023

\$420

Budgeted Expenditures in SFY 2024

\$540

Total Expenditures

\$1,260

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Allocation Type

Direct Allocation

Is 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 Teacher Work Comp

Account Number

73150

Function Code

1000 - Instruction

Object Code

270 - Worker's Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$900
Budgeted Expenditures in SFY 2024	\$920
Total Expenditures	<u>\$1,820</u>

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic. It is important to note that due to a decline in enrollment that accompanied the pandemic, the district would be forced to increase class size by reducing 2 staff positions. Our smallest class sizes happen to be in the primary grades, so these would have been the grade levels impacted by staffing reductions."

Allocation Type

Direct Allocation

Is 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 Para Work Comp

Account Number

73190

Function Code

1000 - Instruction

Object Code

270 - Worker's Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$85

Budgeted Expenditures in SFY 2023

\$85

Budgeted Expenditures in SFY 2024

\$135

Total Expenditures

\$305

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0027

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

ESSER3 Transportation Work Comp

Account Number

73360

Function Code

2700 - Student Transportation Services

Object Code

270 - Worker's Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$10

Budgeted Expenditures in SFY 2024

\$10

Total Expenditures

\$20

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0028

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 Custodial Work Comp

Account Number

73320

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$250

Budgeted Expenditures in SFY 2024

\$255

Total Expenditures

\$505

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "After the 20% set-aside has been spent as described above, the remaining funds will be spent on things necessary to maintain the health and safety of students, staff, and visitors. This includes custodial salaries necessary to maintain the level of cleaning and sanitation to maintain CDC guidelines in the buildings."

Line Item ID: 447-3-0029

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 Nursing Work Comp

Account Number

73270

Function Code

2130 - Health Services

Object Code

270 - Worker's Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$86

Total Expenditures

\$86

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "Extra hours of nursing will be used to assess student health, perform required testing to reduce days of quarantine. Equipment and supplies necessary for the custodial and nursing staff to carry out these pandemic related functions will also be provided with ESSER III funds."

Line Item ID: 447-3-0030

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 Health Supplies

Account Number

73430

Function Code

2130 - Health Services

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$0

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "Extra hours of nursing will be used to assess student health, perform required testing to reduce days of quarantine. Equipment and supplies necessary for the custodial and nursing staff to carry out these pandemic related functions will also be provided with ESSER III funds."

Line Item ID: 447-3-0033

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

ESSER3 Inservice and Training

Account Number

73450

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$7,500

Total Expenditures

\$7,500

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "Professional Learning – ensuring that teachers maintain and increase their use of research-based instructional strategies and use of data to inform their Tier 1 instruction and Tiered Interventions and can be responsive to the social-emotional needs of students who continue to suffer mental health impacts from the pandemic."

Line Item ID: 447-3-0034

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 NameESSER3 Maintenance and Custodial
Supplies**Account Number**

73460

Function Code2600 - Operation and Maintenance of
Plant Services (All except
Transportation)**Object Code**

600 - SUPPLIES AND MATERIALS

Allowable Use7 - Purchasing supplies to sanitize and
clean LEA and school facilities.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$5,000

Budgeted Expenditures in SFY 2024

\$7,500

Total Expenditures

\$12,500**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, "Equipment and supplies necessary for the custodial and nursing staff to carry out these pandemic related functions will also be provided with ESSER III funds." o For any line-item referencing a equipment over \$5,000 ? This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 447-3-0035

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 NameESSER3 Maintenance and Custodial
Equipment**Account Number**

73470

Function Code2600 - Operation and Maintenance of
Plant Services (All except
Transportation)**Object Code**

700 - PROPERTY

Allowable Use7 - Purchasing supplies to sanitize and
clean LEA and school facilities.**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

Per narrative, "Equipment and supplies necessary for the custodial and nursing staff to carry out these pandemic related functions will also be provided with ESSER III funds." o For any line-item referencing a equipment over \$5,000 ? This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 447-3-0036

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

ESSER3 Tech Salaries

Account Number

73510

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$500

Budgeted Expenditures in SFY 2024

\$500

Total Expenditures

\$1,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic."

Line Item ID: 447-3-0037

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

ESSER3 Food Svc Salary

Account Number

73480

Function Code

3100 - Food Service Operations

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$6,500

Budgeted Expenditures in SFY 2024

\$6,500

Total Expenditures

\$13,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic."

Line Item ID: 447-3-0038

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

ESSER3 Teacher Salaries

Account Number

73110

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$35,500

Budgeted Expenditures in SFY 2024

\$35,500

Total Expenditures

\$71,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic."

Line Item ID: 447-3-0039

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

ESSER3 Para Salaries

Account Number

73160

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8,500

Budgeted Expenditures in SFY 2024

\$8,500

Total Expenditures

\$17,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic."

Line Item ID: 447-3-0040

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

ESSER3 Clerical Salary

Account Number

73200

Function Code

2400 - Support Services (School Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,500**Budgeted Expenditures in SFY 2024** \$4,500**Total Expenditures** \$9,000**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, "retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic."

Line Item ID: 447-3-0041

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

ESSER3 Nursing Salary

Account Number

73240

Function Code

2130 - 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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$2,000**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, "retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic."

Line Item ID: 447-3-0042

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

ESSER3 Custodial Salaries

Account Number

73280

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$6,500

Budgeted Expenditures in SFY 2024

\$6,500

Total Expenditures

\$13,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic."

Line Item ID: 447-3-0043

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

ESSER3 Transportation Salaries

Account Number

43330

Function Code

2700 - Student Transportation 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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,000

Budgeted Expenditures in SFY 2024

\$3,000

Total Expenditures

\$6,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic."

Line Item ID: 447-3-0044

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

ESSER3 Teacher Salaries

Account Number

73110

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$90,000**Budgeted Expenditures in SFY 2024** \$93,000**Total Expenditures** \$183,000**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic. It is important to note that due to a decline in enrollment that accompanied the pandemic, the district would be forced to increase class size by reducing 2 staff positions. Our smallest class sizes happen to be in the primary grades, so these would have been the grade levels impacted by staffing reductions."

Line Item ID: 447-3-0045

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

ESSER3 Teacher FICA

Account Number

73110

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,885**Budgeted Expenditures in SFY 2024** \$7,115**Total Expenditures** \$14,000**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic. It is important to note that due to a decline in enrollment that accompanied the pandemic, the district would be forced to increase class size by reducing 2 staff positions. Our smallest class sizes happen to be in the primary grades, so these would have been the grade levels impacted by staffing reductions."

Line Item ID: 447-3-0046

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 Teacher Benefits

Account Number

73130

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$14,950**Budgeted Expenditures in SFY 2024** \$17,000**Total Expenditures** \$31,950**Status**

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic. It is important to note that due to a decline in enrollment that accompanied the pandemic, the district would be forced to increase class size by reducing 2 staff positions. Our smallest class sizes happen to be in the primary grades, so these would have been the grade levels impacted by staffing reductions."

Line Item ID: 447-3-0047

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 Clerical Salary

Account Number

73200

Function Code

2400 - Support Services (School Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,500

Budgeted Expenditures in SFY 2024

\$3,000

Total Expenditures

\$4,500

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0048

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

ESSER3 Nursing FICA

Account Number

73250

Function Code

2130 - Health Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$658

Total Expenditures

\$658

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "Extra hours of nursing will be used to assess student health, perform required testing to reduce days of quarantine."

Line Item ID: 447-3-0049

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 Secretary Work Comp

Account Number

73230

Function Code

2400 - Support Services (School Administration)

Object Code

270 - Worker's Compensation

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$15

Budgeted Expenditures in SFY 2024

\$30

Total Expenditures

\$45

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0050

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

ESSER3 Building Improvements

Account Number

73100

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$1,740,708

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$1,740,708

Status

Task Force Review

Line Item Comment from KSDE

Per narrative: "The funds will purchase a VRF system and rooftop units to introduce fresh air into the elementary schools, as well as provide filtration of fine particles to reduce the transmission of COVID-19 and other air-borne illnesses. It should be noted that the high school had such a system already in place prior to the start of the pandemic."
Allowable if CDC guidelines are met. Capital Improvement documentation required.

Allocation Type

Direct Allocation

Is this 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 Tech FICA

Account Number

73520

Function Code

2500 - Central 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.

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	<u>\$76</u>

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic."

ESSER III APPLICATION FOR D0460

Status

Task Force Review

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Hesston	150 N Ridge Road, Hesston, KS 670628818	PO Box 2000, Hesston, KS 670622000
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Ben Proctor	ben.proctor@usd460.org	(620) 327-4931

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Ben Proctor	Superintendent	ben.proctor@usd460.org	(620) 327-4931
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Kaye Linton		kaye.linton@usd460.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1438127/USD_460_Back_to_School_Plan__Approved_.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 plan to utilize funds to support a safe continuation of in-person learning for all students and staff. This includes following CDC guidance, while addressing academic and social-emotional needs of all students in key areas impacted by the pandemic. Our planned expenditures to accomplish these goals are below.

1. Additional School Counselor

We have seen an increase in student mental health and social-emotional needs since the spring of 2020. We currently have three school counselors, one in each building, and believe that adding another school counselor will help address these student needs. We have identified the high school as a primary area of need, but this position will also provide support for grades K-8, as well. We plan to utilize ESSER funds to pay for this position for two school years, through 2023-24, while the district works to build this into the annual budget for subsequent school years.

2. Mental Health Liaison

As part of our approach to addressing increasing mental health needs, we plan to utilize a contract with Prairie View to

provide on-site clinical support for students in need. This agreement will allow daily support in each building through a referral process with Prairie View. Our school counselors and principals will work with our teachers and families to help identify students who are in need of these supports.

3. Additional School Nurse

Since the fall of 2020, our school district has utilized additional school nursing services. This has been extremely helpful, as we have worked to provide strong communication to families, students, and staff amidst ever-changing public health guidelines and protocols. We believe we must continue this service over the course of the ESSER III funding period and plan to keep our additional nurse through the 2023-24 school year.

4. Premium Pay for All Staff

Despite all of the disruptions over the past two years, our entire staff has remained committed to ensuring our students remain in-person for school each day since the start of the 2020-21 school year. We have accomplished this goal, but it took a great deal of flexibility and willingness to do whatever it took to make this goal happen. Our entire staff worked through adjusted schedules, off-site locations, and modified school days in order to keep students in school each day. Because of this, we plan to utilize ESSER III funds for premium pay for all staff in order to recognize the additional time and effort it took to make in-person learning happen every day.

5. Character Strong Curriculum

As we returned to in-person learning after the shutdown in the spring of 2020, our staff felt it was important to have an aligned social-emotional program and curriculum K-12. After several options and considerations, our staff chose Character Strong, and we have been implementing this program and curriculum in all buildings over the past two school years. We wish to continue this effort, as we work to create common language and aligned social-emotional learning and support across the school district.

6. Summer School Opportunities

We have seen an increase in the number of high school students who have failed classes and gotten behind on credits since the pandemic began. Normally, this number is very small, but over the past two years, we have seen around 10 students at our high school who would benefit from summer school opportunities, and specifically from the opportunity to take virtual credit recovery classes administered by a certified staff member. We would like to utilize ESSER III funds for this purpose during the summer of 2022 and 2023.

7. Library Support Personnel

We currently utilize one library media specialist for our middle and high schools. During the pandemic, we saw a large reduction in book circulation, especially at our high school, and we have also seen a decline in our overall reading proficiency at these levels, according to our state assessment results. We would like to utilize ESSER III funds to add a library media specialist support staff to help address these concerns, specifically at the secondary grade levels. This position would not only allow us to address learning loss, specifically related to literacy at our high school.

8. Literacy Specialist

COVID has brought to the forefront an increased need to support students and teachers in the area of structured literacy. Research as summarized in Scarborough's Reading Rope (2001) clearly supports the need for a systemic scope and sequence that includes phonemic awareness, phonics, syllabication, morphology, syntax, and semantics. Current district data show there is an increasing number of students who are not making the necessary gains in reading to be successful academically and also exposed an instructional gap. Teachers need training in systematic, direct, and explicit instruction. Many teachers at the middle/high school level have not been trained in structured literacy or the instructional routines needed to address the literacy needs of struggling readers. ESSER dollars will allow us to add a reading specialist at the middle/high school level, where the reading gap is greatest for many of our students. The reading specialist will support teachers through coaching and other training in structured literacy, including the use of data and tiered interventions which is key in providing teachers with the knowledge to address the reading gaps many students are experiencing. In particular, training in advanced word study is needed, which would include decoding multi-syllabic words, data analysis, and tiered instruction. The reading specialist will coach teachers who provide literacy instruction as well as staff who support students during intervention. The reading specialist will also work to strengthen and develop the assessment system (benchmark, diagnostic, and benchmark) and then support teachers in regularly using data to drive instruction in both core and intervention time. Intensive training is needed to guarantee that instruction closes the literacy gap for students.

8. Literacy Curriculum & MTSS Support

As part of our response to our data over the past two years, we selected a new K-8 English Language Arts curriculum to better address all of the components of structured literacy to support our students. We are currently in our first year of implementing this new curriculum, and while we have found this to be successful overall, we know there is ongoing training and time that is needed to be most successful in impacting student learning, especially when we consider the amount of disruption we have experienced through the pandemic. To address learning loss, we would like to utilize ESSER III funds to provide training and professional development related to our new curriculum over the next two years. These funds could also be utilized in this area to address support for our Multi-Tiered Systems of Support, including professional development for staff to utilize intervention strategies and assessment data.

9. Staff Absence Management System

The need for substitute teachers has grown significantly over the past two years, and we currently utilize a traditional approach to securing subs for teachers who are absent. We are exploring the use of a new electronic absence management system for staff that would make this process much more efficient and streamlined. We could consider utilizing ESSER III funds to implement this system.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

Through surveys and large and small group student meetings, we have gotten a good amount of feedback from our students on potential ESSER fund usage. We have also met with student council representatives to discuss possible ways to utilize ESSER funds, and their feedback has been consistent and specific in terms of the primary needs they see in their schools. Students cite mental health supports as a top priority and believe having clinical support on-site is important, along with additional school counselor support. Students see peers who are struggling with more significant mental health needs and have stated that they believe having professional mental health support personnel is a critical need. They have cited the increased case load on our existing school counselors over the past two years and feel there needs to be more availability for day to day mental, social, and emotional needs of all students.

Families

Prior to developing our planned expenditures, we surveyed all families and asked for initial thoughts and specific feedback on potential uses of ESSER III funds. This included multiple efforts to engage families through surveys and questionnaires, and we received specific ideas on how we can best utilize these funds, along with feedback on proposed plans. Utilizing this feedback, we organized large and small group opportunities to request feedback on our initial plans and asked for ideas on how to best utilize the funds as categories developed. One of the primary groups we met with is our Site Council and Parent Advisory teams that meet quarterly. Like our student engagement feedback, we hear families share specifically about the mental health needs of students and staff. Mental health and social-emotional needs is the most common item cited for our ESSER III plan. Families have been very receptive to the mental health supports that are part of our ESSER III plan, including clinical on-site support and additional school counselor support. The second leading survey item from families is additional academic supports, especially in the area of interventions that address any identified learning loss due to the disruptions of school attendance over the past two years. Additionally, families share positive feedback on communication from our school nursing staff and believe ESSER III funds should be used to continue our expanded nursing staff. In electronic feedback on our survey, we heard consistent and positive response on the idea of premium pay for staff, who our community believes have gone above and beyond, keeping our students in-person each day since September of 2020.

School and District Administrators including Special Education Administration

We meet every two weeks with our district administrators and special education cooperative administration. ESSER funding is a consistent topic, and our administrators have had countless opportunities to contribute directly to our plan. Much of their concern also relates to mental health and nursing supports. Additionally, administrators at the building and special education levels cite the need for literacy support, as some students have experienced a decline in academic performance, especially in the area of reading, due to disruptions related to the pandemic. Our special education director in Harvey County has reviewed our plan and supports our use of ESSER dollars for mental health needs, along with academic supports for all students.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

We have given all teachers, principals, and other educators many opportunities to contribute to the development and review of potential ESSER fund usage, and through our electronic and in-person communication, these groups have provided outstanding feedback on potential aspects of our plan prior to its development. As we received feedback from all stakeholder groups, we shared ideas with all staff and asked for feedback during the development phase of our planning and prior to submission of the application asked once again for feedback. Like other groups, it is apparent that mental health supports are needed from the teacher, principal, and support staff perspective. These groups all feel an additional school counselor will help address growing student mental health needs, freeing up time for our existing counselors to meet with more students and also provide additional support for adults in our buildings too. All staff cite that our increased nursing support has been very positive. Anytime staff have questions or concerns, they know that our nurses are the first people to turn to to ask questions and get the latest guidance on best practice related to COVID. All staff have gone above and beyond over the past two years and recognize that premium pay is an appropriate way to address all of the additional work that has been asked of everyone. Prior to an premium pay expenditures, we shared information on how everyone will qualify for premium pay, which includes implementation of our COVID mitigation strategies and implementation of the plans that we have in place to ensure quality in-person learning, understanding there will be increased absences and disruptions. Some of the most specific feedback we received from staff was related to literacy support, especially at the secondary level. We met with specific teachers to discuss this further and better align our support at the secondary level with what we provide at the elementary school. This is especially important as we are in the first year of a new English-Language Arts curriculum, so providing support for students and teachers is extremely important, considering this curriculum was necessary based on learning loss from the past two years.

Tribes

While we do not have any students in our school system who identify as a member of a Native American Tribe, we reached out to a number of in-state and out-of-state tribal representatives. Our goal in reaching out was to identify ways we could best meet the needs of any Native American students in the future. We reached out to a total of six tribes, including KAW Nation, Prairie Band Potawatomi Nation, Tonkawa Tribe, Kansas Kickapoo Tribe, Sac and Fox Nation, and Iowa Tribe and also attempted to contact the Executive Director of the KANAE. Most of our attempts at phone contacts were unsuccessful, but we did receive communication from a few tribal representatives who shared resources and websites on how we can best support Native American students. Many of the resources addressed mental health and social-emotional needs of Native American students, especially through the COVID pandemic. We believe our current ESSER plan proposal addresses these needs and fits with the feedback we receive from our contacts.

Civil Rights Organization including Disability Rights Organizations

We reached out to a number of civil rights organizations in our state and region through emails and phone calls. While the feedback on potential ESSER fund usage was limited, we did receive some communication on resources that we should consider as we develop and implement our plan. The organizations we made contact with include the ACLU of Kansas, NAACP, the Kansas Human Rights Commission, Kansas Action for Children, and the Community Developmental Disability Organization. A common response from these groups was that they do not advise on use of ESSER funds for school districts, but several representatives did provide website information and other resources that we could consider as we develop and implement our plan. For example, the ACLU of Kansas responded with two websites that provide resources geared for educators. We did receive some direct feedback from a representative from the Kansas Action for Children who shared perspective on having strong communication with families.

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 staff who provide supports for children in each of these categories to ensure our plan addresses the unique needs of these students and families. Additionally, we have made phone calls to families who represent students in each of these categories to receive direct feedback on our plans. While the circumstances for these students are unique, we have found that the ideas and feedback from these families has been consistent with other stakeholder groups. For example, when speaking with families of children with disabilities and English Language Learners, these parents cited mental health and academic supports as a primary need. This is being addressed in our plan with an additional school counselor and a mental health liaison through Prairie View, along with literacy supports and curriculum training. Additionally, we reached out to children who are in foster care and children who are considered homeless to speak with these families, and again, mental health and academic supports was a primary need cited by these families. We have one family with a family member who is incarcerated, and we spoke with the foster family of this child, and they have seen a decline in academic performance from the child and felt literacy supports were needed. This is a secondary student and that is where we are targeting both literacy support during the school year, along with summer school opportunities to gain high school credits during the summer months. Having summer school opportunities for our high school students needing credit recovery is something that we have not seen a need for at our high school in prior years. We believe the increased need is the result of the disruptions related to the pandemic, and this service supports a number of students in the categories listed above. Again, our efforts in engaging these stakeholder groups was to follow up general communication and other widespread feedback efforts, with phone calls directly to the families who fall into these categories. Most of the feedback we received was consistent with other stakeholder groups.

Provide the public the opportunity to provide input and take such input into account

We have provided two community-based surveys in order to receive ideas and feedback related to our ESSER plan. While the responses have been fairly limited from the general public, we have received consistent feedback that mental health services need to be a top priority. This is the most consistent recommendation from all stakeholder groups and represents a significant portion of our plan. Additionally, the community as a whole has recognized the tremendous commitment from our teachers and support staff to keep students in school and in person each day since the spring of 2020, and there was strong support from those who responded to provide premium pay for all staff. As evidence of their appreciation for the work of staff, the community awarded USD 460 "Business of the Year" in Hesston for our commitment to keeping in person learning since September of 2020. We have posted our ESSER III planned expenditures on our website and made that available to the public, as well.

Additionally, we reached out to our business partners, including the Chamber of Commerce, and we received input on our intended plan prior to submitting the application. As USD 460 is one of our strongest 'selling points' when visiting with people about the Hesston community, the noted areas of emphasis in this plan seem very appropriate, timely and necessary as the district strives for continued success. In light of the challenges school districts have faced over the course of the pandemic, the focus on mental health and academic support proposed in the plan are essential. And, we cannot continue to maintain a high level of success without recruiting and retaining quality educators. Additionally, the literacy support and summer school opportunities also seem of great importance as the district works to assist students in reaching their full potential.

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.

While we have worked hard and maintained in-person learning since the start of the 2020-21 school year, we have seen the impact of the COVID-19 pandemic in our school district. From an academic perspective, we have seen our state assessment scores decline slightly, as our percentage of students scoring at the lowest two levels in math and reading have increased about 4%, as compared to the 2018-19 school year. Additionally, we saw more students in the at-risk category as part of our reading and math screening process in the fall of 2020. While we have made gains since that time, we do believe there were negative ramifications from the shutdown in the spring of 2020, along with increased absences due to illness and COVID protocols, such as quarantine. Our data does not indicate that any particular group has suffered learning loss more than another, but there is an across-the-board impact on academic progress that we are working to account for at this time.

Additionally, we have data to support more mental health and social-emotional needs than we had prior to the pandemic. Our primary data points are related to the Kansas Communities that Care survey, and we have seen more students report depression-related feelings than we saw in the years leading up to the pandemic. We believe providing more mental health supports as part of our ESSER III plan is crucial.

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)

COVID has brought to the forefront an increased need to support students and teachers in the area of structured literacy. Research as summarized in Scarborough's Reading Rope (2001) clearly supports the need for a systemic scope and sequence that includes phonemic awareness, phonics, syllabication, morphology, syntax, and semantics. Current district data show there is an increasing number of students who are not making the necessary gains in reading to be successful academically and also exposed an instructional gap. Teachers need training in systematic, direct, and explicit instruction. Many teachers at the middle/high school level have not been trained in structured literacy or the instructional routines needed to address the literacy needs of struggling readers. ESSER dollars will allow us to add literacy support personnel or a reading specialist at the middle/high school level, where the reading gap is greatest for many of our students. The reading specialist will support teachers through coaching and other training in structured literacy, including the use of data and tiered interventions which is key in providing teachers with the knowledge to address the reading gaps many students are experiencing. In particular, training in advanced word study is needed, which would include decoding multi-syllabic words, data analysis, and tiered instruction. The reading specialist will coach teachers who provide literacy instruction as well as staff who support students during intervention. The reading specialist will also work to strengthen and develop the assessment system (benchmark, diagnostic, and benchmark) and then support teachers in regularly using data to drive instruction in both core and intervention time. Intensive training is needed to guarantee that instruction closes the literacy gap for students.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

1. Additional School Counselor

We have seen an increase in student mental health and social-emotional needs since the spring of 2020. We currently have three school counselors, one in each building, and believe that adding another school counselor will help address these student needs. We have identified the high school as a primary area of need, but this position will also provide support for grades K-8, as well. We plan to utilize ESSER funds to pay for this position for two school years, through 2023-24, while the district works to build this into the annual budget for subsequent school years.

2. Mental Health Liaison

As part of our approach to addressing increasing mental health needs, we plan to utilize a contract with Prairie View to provide on-site clinical support for students in need. This agreement will allow daily support in each building through a referral process with Prairie View. Our school counselors and principals will work with our teachers and families to help identify students who are in need of these supports.

3. Additional School Nurse

Since the fall of 2020, our school district has utilized additional school nursing services. This has been extremely helpful, as we have worked to provide strong communication to families, students, and staff amidst ever-changing public health guidelines and protocols. We believe we must continue this service over the course of the ESSER III funding period and plan to keep our additional nurse through the 2023-24 school year.

4. Premium Pay for All Staff

Despite all of the disruptions over the past two years, our entire staff has remained committed to ensuring our students remain in-person for school each day since the start of the 2020-21 school year. We have accomplished this goal, but it took a great deal of flexibility and willingness to do whatever it took to make this goal happen. Our entire staff worked through adjusted schedules, off-site locations, and modified school days in order to keep students in school each day. Because of this, we plan to utilize ESSER III funds for premium pay for all staff in order to recognize the additional time and effort it took to make in-person learning happen every day.

5. Character Strong Curriculum

As we returned to in-person learning after the shutdown in the spring of 2020, our staff felt it was important to have an aligned social-emotional program and curriculum K-12. After several options and considerations, our staff chose Character Strong, and we have been implementing this program and curriculum in all buildings over the past two school years. We wish to continue this effort, as we work to create common language and aligned social-emotional learning and support across the school district.

6. Summer School Opportunities

We have seen an increase in the number of high school students who have failed classes and gotten behind on credits since the pandemic began. Normally, this number is very small, but over the past two years, we have seen around 10 students at our high school who would benefit from summer school opportunities, and specifically from the opportunity to take virtual credit recovery classes administered by a certified staff member. We would like to utilize ESSER III funds for this purpose during the summer of 2022 and 2023.

7. Library Support Personnel

We currently utilize one library media specialist for our middle and high schools. During the pandemic, we saw a large reduction in book circulation, especially at our high school, and we have also seen a decline in our overall reading proficiency at these levels, according to our state assessment results. We would like to utilize ESSER III funds to add a library media specialist support staff to help address these concerns, specifically at the secondary grade levels. This position would not only allow us to address learning loss, specifically related to literacy at our high school.

8. Literacy Specialist

COVID has brought to the forefront an increased need to support students and teachers in the area of structured literacy. Research as summarized in Scarborough's Reading Rope (2001) clearly supports the need for a systemic scope and sequence that includes phonemic awareness, phonics, syllabication, morphology, syntax, and semantics. Current district data show there is an increasing number of students who are not making the necessary gains in reading to be successful academically and also exposed an instructional gap. Teachers need training in systematic, direct, and explicit instruction. Many teachers at the middle/high school level have not been trained in structured literacy or the instructional routines needed to address the literacy needs of struggling readers. ESSR dollars will allow us to add a reading specialist at the middle/high school level, where the reading gap is greatest for many of our students. The reading specialist will support teachers through coaching and other training in structured literacy, including the use of data and tiered interventions which is key in providing teachers with the knowledge to address the reading gaps many students are experiencing. In particular, training in advanced word study is needed, which would include decoding multi-syllabic words, data analysis, and tiered instruction. The reading specialist will coach teachers who provide literacy instruction as well as staff who support students during intervention. The reading specialist will also work to strengthen and develop the assessment system (benchmark, diagnostic, and benchmark) and then support teachers in regularly using data to drive instruction in both core and intervention time. Intensive training is needed to guarantee that instruction closes the literacy gap for students.

8. Literacy Curriculum & MTSS Support

As part of our response to our data over the past two years, we selected a new K-8 English Language Arts curriculum to better address all of the components of structured literacy to support our students. We are currently in our first year of implementing this new curriculum, and while we have found this to be successful overall, we know there is ongoing training and time that is needed to be most successful in impacting student learning, especially when we consider the amount of disruption we have experienced through the pandemic. To address learning loss, we would like to utilize ESSER III funds to provide training and professional development related to our new curriculum over the next two years. These funds could also be utilized in this area to address support for our Multi-Tiered Systems of Support, including professional development for staff to utilize intervention strategies and assessment data.

9. Staff Absence Management System

The need for substitute teachers has grown significantly over the past two years, and we currently utilize a traditional approach to securing subs for teachers who are absent. We are exploring the use of a new electronic absence management system for staff that would make this process much more efficient and streamlined. We could consider utilizing ESSER III funds to implement this system.

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.

Approximately 25% of our planned expenditures specifically address the mental health and social-emotional needs of our students. We have seen increasing mental health needs over the past two years, and this is especially true with some of our marginalized students. By providing additional counseling supports in all three buildings, we believe will be able to better identify and target interventions for students who are needing this support most. In addition to a fourth school counselor, we will provide clinical supports for students in the form of a mental health liaison from Prairie View. This will be through a referral process, which is supported by our principals, counselors and teachers. This therapist will provide on-site mental health supports for students each week, as needed, and in partnership with the families of these students. We are also continuing our social-emotional curriculum, Character Strong, which we began implementing in all three buildings at the beginning of the 2020-21 school year. This has provided common language for our staff and provides support to all students in each school building.

Due to students missing school more frequently and other COVID-related disruptions to the past two school years, we are dedicating an additional 40% of our funds directly to academic supports, which will specifically include literacy intervention supports through our tiered system of support. We currently have a structures MTSS approach at our elementary and early middle school grades, but we have identified additional support needed in literacy to address students who have declined in academic performance due to loss of instructional time of over the past two years. Our plan includes adding a certified reading specialist to work directly with students and teachers to implement reading interventions based on our screening assessments at our secondary grade levels. This reading specialist will work with our secondary school staff to strengthen our tiered system of supports in grades 7-12, which will specifically address needs of those students who experienced the greatest disruption to learning over the course of the pandemic. We will utilize funds as part of this plan to provide continued training for our English-Language Arts teachers, as we implement our new ELA curriculum in grades K-8. This curriculum specifically addresses literacy skill development and has provided an aligned approach to students in elementary and middle school. As part of our overall tiered system of support, this training will strengthen our core instructional practice, as we provide a consistent and rigorous literacy curriculum to all students. We also have identified the need for some high school students to have an extended school year in order to make up credit that was lost during the pandemic. These are some of our most marginalized students who struggled in a variety of ways during the disruptions of the past two years, and they need additional time, support, and resources to make up for credit that was not gained during this time. We will utilize funds as part of our plan to have a certified teacher facilitate an online program for these 8-10 students who need credit recovery in order to stay on track for graduation. This was not a need prior to the pandemic for our students, but we have identified it as a definite need at this point.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$556,830	\$0	\$556,830	ESSER III Allocations	\$111,366
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$556,830	\$0	\$556,830	Amount Still Needed	\$111,366
In Review Total	\$556,830	\$0	\$556,830	In Review Total	\$207,500
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
460-3-0001	Direct	False	2110	111	10	\$110,000	Task Force Review
460-3-0002	Direct	False	2130	122	10	\$25,000	Task Force Review
460-3-0003	Direct	False	2134	122	15	\$62,500	Task Force Review
460-3-0004	Direct	False	1000	150	16	\$125,000	Task Force Review
460-3-0005	Direct	False	1000	444	10	\$10,000	Task Force Review
460-3-0006	Direct	True	1000	111	11A	\$20,000	Task Force Review
460-3-0007	Direct	True	1000	111	12	\$130,000	Task Force Review
460-3-0008	Direct	True	1000	300	12	\$27,500	Task Force Review
460-3-0009	Direct	False	1000	300	16	\$16,830	Task Force Review
460-3-0010	Direct	True	2220	111	12	\$30,000	Task Force Review

Line Item Details

Line Item ID: 460-3-0001

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

Counselors Salaries

Account Number

13-2110-111-000-001

Function Code

2110 - Attendance and Social Work Services

Object Code

111 - Full-Time Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$55,000**Budgeted Expenditures in SFY 2024** \$55,000**Total Expenditures** \$110,000**Status**

Task Force Review

Line Item Comment from KSDE

Please provide a description of the services the school counselor will provide. The narrative needs to include how this expenditure will address a COVID-19 need..

Line Item ID: 460-3-0002

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

Health Services

Account Number

31-2130-580-000-002

Function Code

2130 - Health Services

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$5,000**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$25,000**Status**

Task Force Review

Line Item Comment from KSDE

Please provide a description of the services the Mental Health Liaison will provide. The narrative needs to include how this expenditure will address a COVID-19 need..

Line Item ID: 460-3-0003

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

District Nurse Salary

Account Number

06-2134-111-000-001

Function Code

2134 - Nursing Services

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$12,500

Budgeted Expenditures in SFY 2023

\$25,000

Budgeted Expenditures in SFY 2024

\$25,000

Total Expenditures

\$62,500

Status

Task Force Review

Line Item Comment from KSDE

Please provide a description of the services the School Nurse will provide. The narrative needs to include how this expenditure will address a COVID-19 need..

Line Item ID: 460-3-0004

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

Contractual Services

Account Number

06-1000-490-000-002

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$90,750

Budgeted Expenditures in SFY 2023

\$34,250

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$125,000

Status

Task Force Review

Line Item ID: 460-3-0005

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

Software Service

Account Number

31-1000-444-000-002

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$5,000

Budgeted Expenditures in SFY 2024

\$5,000

Total Expenditures

\$10,000

Status

Task Force Review

Line Item Comment from KSDE

Please provide a description and justification for the purchase of the Character Strong Curriculum. The narrative needs to include how this expenditure will address a COVID-19 need..

Line Item ID: 460-3-0006

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

Certified Teacher Salary

Account Number

06-1000-111-000-001

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$10,000

Budgeted Expenditures in SFY 2023

\$10,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$20,000

Status

Task Force Review

Line Item Comment from KSDE

Please provide a description of the Summer School program expenditure. The narrative needs to include how this expenditure will address a COVID-19 need..

Line Item ID: 460-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Teacher Salary

Account Number

06-1000-111-000-001

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$65,000

Budgeted Expenditures in SFY 2024

\$65,000

Total Expenditures

\$130,000

Status

Task Force Review

Line Item Comment from KSDE

Please provide a description and justification for the request for the Literacy Support & Intervention Specialist. The narrative needs to include how this expenditure will address a COVID-19 need..

Line Item ID: 460-3-0008

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

Purchased/Prof Tech Services

Account Number

31-100-340-000-002

Function Code

1000 - Instruction

Object Code

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$13,750

Budgeted Expenditures in SFY 2024

\$13,750

Total Expenditures

\$27,500

Status

Task Force Review

Line Item Comment from KSDE

Please provide a description and justification for the Literacy Curriculum and Training expenditure. The narrative needs to include how this expenditure will address a COVID-19 need..

Line Item ID: 460-3-0009

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

Purchased/Prof Tech Services

Account Number

31-1000-340-000-002

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$8,415

Budgeted Expenditures in SFY 2024

\$8,415

Total Expenditures

\$16,830

Status

Task Force Review

Line Item Comment from KSDE

Please provide a description and justification for the Absence Management System expenditure. The narrative needs to include how this expenditure will address a COVID-19 need..

Line Item ID: 460-3-0010

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

Library Aide Salaries

Account Number

06-2220-122-000-001

Function Code

2220 - Educational Media Services

Object Code

111 - Full-Time Certified Salaries

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Budgeted Expenditures in SFY 2021**

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$15,000

Budgeted Expenditures in SFY 2024

\$15,000

Total Expenditures

\$30,000

Status

Task Force Review

Line Item Comment from KSDE

Please provide a description of the Library Support Personnel expenditure. The narrative needs to include how this expenditure will address a COVID-19 need..

ESSER III APPLICATION FOR D0466

Status

Task Force Review

KSDE Application Comments

Stakeholder Feedback - 5/11/2022

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 - Which of the subgroups did the 14% represent?

Toolkit Link - https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Scott County	704 S. College, Scott City, KS 67871	704 S. College, Scott City, KS 67871
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jamie Rumford	jrumford@usd466.org	(620) 872-7600

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jamie Rumford	Superintendent	jrumford@usd466.org	(620) 872-7600

Other District Representative 1 - Name

Deneen Wolfe

Other District Representative 1 - E-mail Address

dwolfe@usd466.org

Other District Representative 2 - Name

Courtney McEachern

Other District Representative 2 - E-mail Address

cmceachern@usd466.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.usd466.com/vimages/shared/vnews/stories/60cd0328cebbb/ESSER%20III-District%20Plan%20For%20Safe%20Return%20To%20In-person%20Instruction%20-%20August%2016,%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?

In terms of prevention and mitigation strategies, ESSER III funds will largely be used to make improvements with building air units in our high school and elementary school. The high school was building in 1931, and had its latest renovation in 2005. During the last renovation, it was decided to cut back on costs by relying on the use of window opening to bring in outside air. In 2002 (the year the design was established), this met the minimum standard for building codes. Today, this does not meet the updated standards. In reality, our staff will rarely open windows to allow outside air in because temperatures outside typically do not match the desired temperatures inside. During the pandemic, no matter the measures we used with social distancing and masking, we continuously recycled air that likely contained a heavy viral load and kept COVID-19 circulating in our buildings.

Similarly, our elementary school was built in 1987, and no upgrades have been made to air units to improve air quality to the standards currently set. Improvements to units will help us circulate and filter out air with heavy viral loads to limit the spread of disease.

Previous ESSER funds helped us implement CDC guidance regarding social distance practices, masking, and sanitation supplies and equipment. We still have many of the supplies previously purchased on hand, and have allotted a portion of ESSER II funds to continue with these supplies. The combination of improved air quality created by upgrading air units and the ability to social distance, mask our clientele, and sanitize will create an environment where we can operate our buildings for in-person learning safely and effectively.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

Our data shows some of our students experienced learning loss throughout the response to the pandemic. This was evident in FastBridge assessment and coursework completion. Attendance rates declined with quarantines, and this had a negative impact on academic performance as well. Summer school was the initial response, but attendance started to wane the second year we offered it. Our experience of implementing intervention practices during the school year has been most effective, and this is the direction we have taken to address learning loss. The elementary school already had intervention practices in place, so the funds will address new practices in the middle and high schools.

Students were engaged in a district survey, and they made up 3% of our responses. Students leaders were engaged in a district survey and through their representation on the high school building site council. This building site council discussed our district's approach to COVID mitigation strategies, and the recovery process following the reopening of school. Feedback from the student leaders was provided, and their conversation reflected the response on the survey.

Survey and conversation feedback from students was supportive of the initiatives our district is considering. In particular, students responded positively to our plan for intervention practices and staff, feeling we need to provide more staff with adequate time to help with academic recovery. Students also feel it is very important for us to provide the ability to connect away from school with quality technology devices and adequate connections to internet. Social-emotional practices ranked high with our students as well, in terms of providing resources for staff and consistent practices in our buildings. They ranked plans to upgrade air quality lowest in their feedback.

Families

Families were engaged in the district survey, representing nearly 60% of our responses. Their feedback was positive in all options presented to them, and some suggestions were made that our district will consider with funds from our regular yearly budget. A breakdown of their responses are:

Learning Opportunities: We received strong support in adding staff and improving resources for learning opportunities to attack learning loss from the past two years. Summer school had the least support, although a few comments were made stating the importance for some families.

Technology: Support for all areas was consistent. Suggestions to use funds to increase internet speed in our community and making sure we use a common platform to communicate to homes were made. Most families support the 1:1 device initiative we implemented district-wide to support students forced to be at home.

Social/Emotional Learning: All feedback supports the initiatives we have in place to support SEL with training teaching staff in Trauma/Resiliency and providing counseling supports to address student needs.

Personnel: All feedback was positive for using funds to provide intervention staff, staff for special populations, and to retain our current staff. Commentary was given to suggest using funds for retention of our quality staff to prevent their departure caused by stress associated with teaching during the pandemic. Other commentary suggested adding an SRO to our staff, and the district will consider this idea with other funds available to us with our regular yearly budget.

Operations and Facilities: The two options our district has considered are cleaning/sanitation equipment and supplies, and improving our air quality with upgrades to building units. There was more support for cleaning/sanitation equipment and supplies, but families were unaware that we have used ESSER II to take care of that. Strong support was also there for improving our air quality. Other suggestions were to add playground space for our 6-8 students. The district will consider that with Capital Outlay plans. Also, it was suggested to NOT use funds for athletic improvements, and there are no intentions to do that.

School and District Administrators including Special Education Administration

District administration was deeply involved in providing options and supporting information for ways ESSER funds could be used, based upon ESSER III guidelines. We considered the use of ESSER I and II, and evaluated the effectiveness of the implementation of those plans. Our findings concluded that:

1. The staff we added for intervention had a more effecting influence on students' academic recovery than summer school.
2. We need to enhance interventions with better resources in Tiers 1, 2, and 3.
3. We need to continue to keep social/emotion learning a priority, and provide consistency throughout all buildings for student success to happen.
4. Our indoor air quality has to improve before all other measure will be effective.

This evaluation of fund use and its effectiveness led to the options provided with ESSER III funds, although feedback from stakeholders was asked in terms of the use of all ESSER funds, including I, II, and III. The input from all stakeholders created the path for moving forward with the committing ESSER III funds to:

1. Hiring intervention instructional staff and supporting the implementation of new resources.
3. Purchasing social-emotional supports and programs that create consistent practices district-wide.
4. Purchasing air quality equipment to assure the learning environment is safe for in-person learning.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

School staff made up nearly 52% of our survey participants. In our small community, most of our teachers are parents too, their responses are very consistent with that of Families.

Staff are consistently engaged in grade level or department collaboration times, as well as professional learning communities. Quality feedback regarding intervention strategies and processes was shared, and this drove our planning and evaluation of the idea of adding intervention staff with supporting resources.

Our staff also has passion for increasing our efforts within the social-emotional supports needed for students. Their support created an opportunity for us to commit to a district-wide resiliency plan, with more than ten being trained to lead our efforts for consistency and fidelity.

Well before the pandemic, staff had shared concerns that our air quality in buildings may be inadequate, particularly at the elementary and high schools. The IAQ assessment verified their concerns, and they are supportive of all efforts to make improvements.

Our teachers' association (Scott City Teachers' Association - SCTA) was given the opportunity to respond to our survey and were a part of building discussions on the plan. SCTA was also engaged in the decision to use funds for retention purposes. Teachers associated with SCTA inquired about the use of funds for their personal classrooms and departments. Most of the requests will be granted with the use of our regular yearly budget.

Tribes

In USD 466, 3.84% of our students identify as Native American, but only one survey response indicated they are connected to a tribal group. This respondent also identified their connection to our district as a parent of a student. Their input was consistent with input from families in that it was supportive of academic recovery and prevention of future outbreaks with air quality improvements.

We researched our community to see if we could find points of contact for tribal groups by contacting the local Chamber of Commerce, the Economic Development office, and the mayor. All indicated our small, western Kansas community does not have a tribal group representation.

Civil Rights Organization including Disability Rights Organizations

No responses in our survey identified as being associated with a Civil Rights or Disability Rights Organizations. Efforts were made to gather input from the ACLU, Kansas Action for Children, and the Kansas Disability Resources and Advocacy Organization. No response has been returned.

14% of our responses came from parents representing their individual students with disabilities or other At-Risk factors. Their responses showed most support for the use of funds in our targeted areas of academic recovery and social-emotional learning. Our plans to improve intervention approaches and provide staff are very popular with this group. Social-emotional ideas were supported in terms of training staff district-wide and assuring our counseling staff are supported with training. They also responded with high support for teacher retention approaches to assure we have sufficient numbers and quality staff available to students.

Technology and prevention measures to prevent future issues with contagious disease were responded to with less support than those providing individual assistance to their students. This group of responders also shared the need for a school resource officer to be employed. The district is considering this idea with the use of other funds.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

14% of our responders represented students in At-Risk categories including students with disabilities, English language learners, homeless students, students in foster care, and migrant students. Students in these categories have been the focus of our intervention process during the school year, and are benefitting from the practices implemented. Their responses support the district plans to address academic recovery, social-emotional supports, and personnel.

Air quality improvements to prevent future spread of contagious disease and Technology ideas had the least support from this group, but it was acknowledged to be an issue to address.

Provide the public the opportunity to provide input and take such input into account

Responders to our survey had to option to select how they are associated to our district. Nearly 90% of them selected "None - Prefer not to answer." In our small community, a lot of people are tied to the school in some way. We feel our public was represented in the survey responses we collected.

Also, the use of the funds has been discussed extensively at board of education meetings, and board members are representative of our community. Community members have access to the board agendas and know the conversations we will have. They then have the opportunity to address the board at meetings or individually. Conversations with board members during our board meetings support the approaches we plan to take with ESSER funds.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The district's number of positive cases reported to us was just under 11% of students and staff. Our district has approximately 950 students and 150 staff members, so 11% reflects approximately 120 people. Although this seems relatively small, many more students were in quarantine at any given time. We also speculate many more were positive but did not get tested.

Although students were able to access instruction from home when in quarantine, staff were not able to be accessed as easily. This caused us to hire a lot of substitute teachers, and our costs in this area grew tremendously from previous years. In 2021, we had to supplement our budget for substitute teachers \$59,000. In 2022, we are \$30,000 over our budget with one month of school left in the year.

Learning loss was reflected on our assessments. The KAP dropped slightly in Levels 3 and 4, and increased in Levels 1 and 2. The district implemented FastBridge in the middle of the recovery, so comparing to previous scores is not available. Our results in FastBridge assessments has stayed fairly steady the past two years.

ESSER funds have made it possible for us to add At-Risk staff, and we are now able to intervene when students struggle in the middle and high school. This has helped us move forward with adequate intervention strategies in all grade levels. In particular, our middle school and high school now have the staff they need and have adjusted their schedules to provide intervention opportunities.

One unforeseen consequence was that our Free/Reduced numbers dropped due to the federal government providing free lunches. This cut At-Risk funding for us, so ESSER funds helped us stay on pace with implementing learning loss strategies.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Academically, USD 466 saw a drop in assessment scores from the state assessments during the 2020-21 school year, and we anticipate our FastBridge scores are lower than they will be after a year or two of implementing the recovery plans. Efforts by staff to intervene instructionally, the addition of intervention staff in the middle and high schools with ESSER funds, and summer school for the past two summers have all played into an effective recovery as test scores have begun to recover.

20.5% of ESSER III funds will go toward academic recovery in the form of intervention staff and supplies for intervention (software, resources, etc.) Our biggest impact comes from intervention during the school year, so we decided not to continue with summer school in the summer of 2022.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The remaining 77.4% of the funds will go to improvements in HVAC systems in Scott City Elementary School and Scott Community High School. Each building will receive upgrades to their systems to meet more than the minimum measures of indoor air quality pertaining to the spread of air-borne diseases. These buildings were built or renovated at a time when the minimum code requirements did not address air borne transmission of illness to the levels they are today. Both buildings underwent IAQ assessments, and it was found that our air quality was less than set standards for preventing the spread of air-borne diseases. Had this been in place before COVID, we anticipate our number of sick and quarantined students and staff would have been less than we experienced. We also anticipate seeing benefits preventing other types of illness, including influenza. These improvements are intended to assure our district will remain open to in-person learning.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our use of the ESSER funds is directly related to our process of intervention in all buildings. Within KESA, we had begun to outline our intervention process in the middle and high schools (elementary was already in place) by deciding upon the assessment pieces, determining how to evaluate data with teachers (setting time and deciding upon content), and preparing proper intervention lessons. Our assessment and intervention practices cover all students in reading skills, math skills, and social-emotional needs, and all students who perform below level will receive a level of intervention to meet their need.

These funds help provide the staff necessary to fully implement our plan and work with students who have struggled with learning loss or are behind grade level with their skills. With three years of funding for staff, ESSER is providing our district the ability to begin a process that should be sustainable for many years to come.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,153,402	\$0	\$1,153,402	ESSER III Allocations	\$230,681
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,153,402	\$0	\$1,153,402	Amount Still Needed	\$230,681
In Review Total	\$1,153,402	\$0	\$1,153,402	In Review Total	\$235,666
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
466-3-0001	Direct	True	1000	110	12	\$57,200	Task Force Review
466-3-0002	Direct	True	1000	110	12	\$57,200	Task Force Review
466-3-0003	Direct	True	1000	120	12	\$12,750	Task Force Review
466-3-0004	Direct	True	1000	120	12	\$12,750	Task Force Review
466-3-0005	Direct	True	1000	110	12	\$61,000	Task Force Review
466-3-0006	Direct	True	1000	110	12	\$13,000	Task Force Review
466-3-0007	Direct	True	2120	320	10	\$21,766	Task Force Review
466-3-0008	Direct	False	2600	700	13	\$180,876	Task Force Review
466-3-0009	Direct	False	2600	700	13	\$711,860	Task Force Review
466-3-0010	Direct	False	1000	110	16	\$25,000	Task Force Review

Line Item Details

Line Item ID: 466-3-0001

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

Salaries Cert HS Esser III

Account Number

82850

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$57,200

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$57,200

Status

Task Force Review

Line Item Comment from KSDE

Per applicant, "The At-Risk classrooms at both the MS and HS are separate from the core classrooms, so I'd call it an additional classroom. We adjusted our schedules to provide class periods throughout the day when kids can be assigned to these classrooms for intervention without losing an opportunity to receive the required core instruction or lose out on opportunities for graduation credits. For the students who are assigned to intervention, it is supplemental instruction."

Line Item ID: 466-3-0002

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

Salaries Cert MS Esser III

Account Number

82860

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$57,200

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$57,200

Status

Task Force Review

Line Item Comment from KSDE

Per applicant, "The At-Risk classrooms at both the MS and HS are separate from the core classrooms, so I'd call it an additional classroom. We adjusted our schedules to provide class periods throughout the day when kids can be assigned to these classrooms for intervention without losing an opportunity to receive the required core instruction or lose out on opportunities for graduation credits. For the students who are assigned to intervention, it is supplemental instruction."

Line Item ID: 466-3-0003

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 Class MS Esser III

Account Number

82900

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$12,750

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$12,750

Status

Task Force Review

Line Item Comment from KSDE

Per applicant, "The At-Risk classrooms at both the MS and HS are separate from the core classrooms, so I'd call it an additional classroom. We adjusted our schedules to provide class periods throughout the day when kids can be assigned to these classrooms for intervention without losing an opportunity to receive the required core instruction or lose out on opportunities for graduation credits. For the students who are assigned to intervention, it is supplemental instruction."

Line Item ID: 466-3-0004

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 Class HS Esser III

Account Number

82890

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$12,750

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$12,750

Status

Task Force Review

Line Item Comment from KSDE

Per applicant, "The At-Risk classrooms at both the MS and HS are separate from the core classrooms, so I'd call it an additional classroom. We adjusted our schedules to provide class periods throughout the day when kids can be assigned to these classrooms for intervention without losing an opportunity to receive the required core instruction or lose out on opportunities for graduation credits. For the students who are assigned to intervention, it is supplemental instruction."

Line Item ID: 466-3-0005

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 Cert HS Esser III

Account Number

82850

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$61,000

Total Expenditures

\$61,000

Status

Task Force Review

Line Item Comment from KSDE

Per applicant, "The At-Risk classrooms at both the MS and HS are separate from the core classrooms, so I'd call it an additional classroom. We adjusted our schedules to provide class periods throughout the day when kids can be assigned to these classrooms for intervention without losing an opportunity to receive the required core instruction or lose out on opportunities for graduation credits. For the students who are assigned to intervention, it is supplemental instruction."

Line Item ID: 466-3-0006

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

Salaries Class MS Esser III

Account Number

82900

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$13,000

Total Expenditures

\$13,000

Status

Task Force Review

Line Item Comment from KSDE

Per applicant, "The At-Risk classrooms at both the MS and HS are separate from the core classrooms, so I'd call it an additional classroom. We adjusted our schedules to provide class periods throughout the day when kids can be assigned to these classrooms for intervention without losing an opportunity to receive the required core instruction or lose out on opportunities for graduation credits. For the students who are assigned to intervention, it is supplemental instruction."

Line Item ID: 466-3-0007

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

Professional Services-Contract

Account Number

82940

Function Code

2120 - Guidance Services

Object Code

320 - Professional-Education Services

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$21,766

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$21,766

Status

Task Force Review

Line Item Comment from KSDE

Per applicant, "Our SEL program is called Trauma-Informed/Resiliency. It is provided by ESSDACK from Rebecca Lewis. This training bolstered the collective efficacy within staff to take on the journey of becoming trauma-informed in order to build resilience in each student. A commitment from staff was achieved to begin implementing a systems wide approach in 22/23 to address lagging social and emotional skills in students, decrease safety concerns, and increase building wide classroom management approaches."

Line Item ID: 466-3-0008

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

HVAC System ES

Account Number

82962

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.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$180,876

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$180,876

Status

Task Force Review

Line Item Comment from KSDE

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 466-3-0009

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

HVAC System HS

Account Number

82960

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$711,860**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$711,860**Status**

Task Force Review

Line Item Comment from KSDE

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 466-3-0010

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

Salaries Cert ES Esser III

Account Number

82870

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$25,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$25,000**Status**

Task Force Review

Line Item Comment from KSDE

Please provide specifics as to how many staff are receiving pay, how much etc.

ESSER III APPLICATION FOR D0467

Status

Task Force Review

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Leoti	106 S Indian Rd, Leoti, KS 678610967	Box 967, Leoti, KS 678610967
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Lori Maxwell	lori.maxwell@leoti.org	(620) 375-4677

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Tammy Mason	Board Clerk	tammymason@leoti.org	(620) 375-4677

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.leoti.org/vnews/display.v/ART/5fd7e7bcb54c6>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

USD 467 requests to use these funds to improve indoor air quality and improve ventilation and will set aside 20% for learning loss. On August 24, 2020, Trane conducted an Indoor Air Quality Study on two school buildings - Wichita County Elementary School and Wichita County Junior Senior High School. They examined current HVAC systems to review mechanical plans, assess the type, condition, operating status and ventilation capabilities of each system, as well as reviewing the control system and zone sensor types. They provided a report on each building, particularly the three domes, using the ASHRAE Guidelines including dilute, exhaust, contain and clean protocols. Based on the assessments, the top recommendations include extending DOAS and ERV unit operating schedules, adding ventilation to the HVAC system serving the spaces in the domes, replacing filters to MERV ratings, installing air cleaners, and upgrading the buildings' automation systems. The primary area of concern is the classroom dome, which houses the K-2nd grade students. Trane's proposal is to remove existing heating/cooling units and the associated electrical and refrigerant piping. They will provide and install a new 15.2 ton VRF heat pump, and eight VRF cassette indoor units in the classrooms along with the refrigerant piping required. They will also provide DOAS units, duct work, registers and grills to 10 locations, and provide return air to the restrooms. A drain system for condensation will be installed along with new thermostats. The gas line will be extended to supply the units and a verification of the air flow and operating system will be conducted. Having quality air exchange in the classroom is an important mitigation strategy to safely address the opening and operation of in-person learning.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

Students in grade 7-12 were provided with a student survey in Google Forms. In the survey, students were asked if they had heard of ESSER funds. 93.6% of students had not heard of this funding source. As a result, teachers were given a script and asked to share it with students. The script included a description of ESSER III funding, the approved areas of use, and a question and answer session to gather more information from students. The survey revealed that 26% of students support after-school tutoring, and 17.1% of students would like summer learning or enrichment activities. 13.8% of students believe additional instructional resources should be purchased and 12.2% of students indicated a need for expanded outside social and emotional support. When asked about how COVID-19 impacted mental health, 46.8% reported no impact, 33.9% reported some minimal impact, and 17.7% reported a large impact stating they have struggled with issues during the pandemic. When asked about safety, 84.7% strongly agree or agree that the environment is safe. 82.1% of students strongly agree or agree that they are welcomed by their teachers and staff.

In open-ended discussions, after students were given more information about ESSER III fund uses, the majority of students felt it was important to spend the money on technology, textbooks, and to upgrade HVAC systems. The general feeling of the student population is that the pandemic improved their on-line skills. Many students believe their peers are less motivated, and their mental and academic growth has been stunted by the lost quarter in the spring of 2020. A few students reported depression and feelings of loneliness because they were not physically with their friends during the pandemic. Others believe in this rural community there was little impact because students were able to remain in school except when the governor closed all Kansas schools.

When monitoring student engagement data using weekly eligibility reports, there has been an increase in engagement from 11% unengaged to 4% unengaged during the past five years. State assessment scores in math have risen in all grade levels except for 7th grade showing a decline of 16 points, and ELA state assessments show significant declines in four of the seven tested grade levels. In one subject, there is great growth, and in the other a sharp decline. This supports the need for additional teaching resources and training as well as after-school tutoring and rescue seminars.

Families

A survey link was shared with the families and community through the district's Powerschool system. Any one who is signed up to receive a text caster, received the survey link. It was also placed on our home web page - leoti.org. About 100 responses were gathered from the survey and about 70.5% were parents, 34.7% were staff members and 38.9% were community members. In our small community there are overlaps because staff members are also parents and business owners. Of the families surveyed, 81.2% were parents of PreK-6th grade students, and 59% were parents of 7th-12th grade students, again with some overlap because parents have students in both grade bands. Structured Educational Interventions was rated the highest in "very important" and "important". A key focus within this area was on recruiting highly qualified teachers, securing child care services for younger than school-age children and maintaining early childhood programs. The main area of curriculum concern was core math and ELA curriculum resources, followed by equally important needs in science and social studies curriculum. Support for civic and financial literacy as well as offering more electives were two areas of concern. With regard to technology investments, the greatest need was to update technology across the district. Providing hotspots for families was identified as the lowest need in our community. Training for teachers and teacher retention were also listed as priorities. With regard to facility concerns, updated HVAC systems to improve air quality, and enhanced cleaning and ventilation were cited. Many comments included buying smaller buses for more efficient routes and getting newer route buses. There was interest in upgrading to touchless restrooms. Other areas of importance were STEM projects and special education programs.

School and District Administrators including Special Education Administration

Administrators meet twice each month and ESSER funding has been regularly discussed among administrators. In turn, the principals take information back to their buildings to share and discuss. The special education administrator for High Plains Educational Coop has discussed with the superintendent and the KESA team, the need to increase special education funding based on the 91% funding need, yet a much lower funding percentage is anticipated. Funding special education at this rate, is going to result in a budget deficit. In addition to these discussions, the superintendent was involved with the discussions and building tour led by the architect and his team during the indoor quality assessments.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Discussions around ESSER III funds have been part of early release agendas. Teachers not only had the opportunity to complete the survey listed above, but they also had opportunities to hear in-person information from the superintendent and provide feedback during the professional development meetings. There is a huge amount of support for upgrading the HVAC systems to improve indoor air quality. The Board of Education has been included in discussions of how to spend the funds and they are also in support of improving HVAC and indoor air quality. They looked at upgrading existing restrooms to make them touchless, but the ADA requirements associated with a renovation made it cost prohibitive to continue discussions about the restroom upgrade. ESSER III funding has been an agenda item at the 2021-22 board meetings, including August 9th, October 1st, November 8th, December 13th, January 10th, and February 14th. At the February 14th meeting a motion was made to pursue fixing the elementary dome and high school weight room dome. The teacher union is small in our community, but all teachers have been given the opportunity to share their thoughts and concerns on multiple occasions. The KNEA President in Leoti mentioned using ESSER III funds for extra pay for teachers.

Tribes

On the community survey listed above, 3.2% of the responses were from people who are part of, or have relationships with Tribes. In our school information system, six students are listed as American Indian on the ethnicity report. This is a fair representation of the ratio of the American Indian population. As a follow up to the survey, the families of the six students were contacted to determine if those families would like to share any other concerns pertaining to the use of funds and the survey results. The survey results could be accessed to see individual responses and there were three responses for TRIBES. These results show that on-line curriculum is not important to this group. HVAC improvements were also not important to this subgroup. Things that were very important to this group included updating technology, 1:1, math and reading curriculum, teacher training, counselors, social workers, and teacher retention. ELL and special education programs were very important as were STEM activities. The important items were consistent with the group summary data for the survey. As a small town in Southwest Kansas, our district is not within 50 miles of any TRIBE and does not have a county that borders a state with a TRIBE, therefore reaching out to a TRIBE beyond our immediate community was not done. A separate survey was sent to families who marked American Indian as their ethnicity. The survey did not provide new information.

Civil Rights Organization including Disability Rights Organizations

From the community survey listed above, 2.1% of the responses were from representatives of a Civil Rights Organization. When looking at individual responses, the civil rights organization responded that summer school and after school programs should be a top priority, as well as structured education interventions. All curriculum areas were listed as very important as well as offering a wide array of electives. Technology upgrades and hot spots were also marked as very important as well as SEL curriculum, parent resources, teacher training, and counselors and social workers. This information aligns with the group survey results, with the exception of providing hot spots. In addition, three organizations were contacted by email for input. ACLU-Kansas (civil rights), Disability Rights Center of Kansas (civil rights), and Kansas Action for Children (underserved children). Of the three organizations, I received an automated response from KAC stating a response would follow and it directed me to their Facebook and Twitter pages. A focus group was held with special education teachers in the district. From the focus group, the following recommendations were made. Adding a sensory room and sensory equipment would benefit some special education students, providing professional development on making accommodations and modifications to promote inclusion in the regular education classroom, purchasing a modified curriculum for students with ID and autism, and organizing school-wide MTSS groups. Special education advocates want more social activities to celebrate progress and goals attained. Lastly, implementing cross-grade transition meetings to better prepare students for the transition from 6th grade to 7th grade at the junior senior high school.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

From the community survey listed above, 7.4% of the responses were from those representing the interest of children with disabilities, 9.5% were from those representing the interests of children with ELL, 3.2% were from those representing the homeless students, 5.3% were from those representing students in foster care, and 4.2% were from those representing the interests of migrant children. These groups show an overlap in multiple representations as well. The items marked by these subgroups as very important include structured interventions, after-school programs, all curriculum areas, counselors, teacher retention, adequate subs, and programs for SPED and ELL. Surprisingly, SEL curriculum and facilities were marked as a lower importance. Since the ethnicity of the district is made up of 47% Hispanic, the survey results show a big discrepancy in participation from the Hispanic subgroup. Meeting participation from this subgroup during the past has been extremely limited. Title One/ESOL meetings are held twice each year in conjunction with parent teacher conferences, and the attendance is sparse. It is difficult to find volunteers for site council because of the language barrier. The volunteers who are bilingual are often asked to serve on nearly every stakeholder group, so they become burned out. Despite providing written communication in both Spanish and English, improved communication is an area that needs to be addressed.

Focus groups were held with parents of Hispanic students and the ESOL school personnel. From those focus groups, the following information was gathered: They are thankful that all students are offered breakfast and lunch because in Mexico, this service is not offered to students. Their children report that their classrooms are often cold in the winter, so focusing on the heating system would be helpful. They like having recreational activities like soccer where both boys and girls participate together. Seminars, homework clubs, small groups and working with students in a one-on-one setting are all beneficial to students due to the language support needed. It would be beneficial to add more paras for the afterschool portion of the programs and snacks for the students because they are hungry after a long day at school. The parents perceive that receiving ESOL support labels their children as "dumb". This perception needs to change so parents are aware their children are very capable learners, they just need language supports as they acquired the English language.

Providing a computer mouse for each Chromebook would help young students better navigate their devices, and quality headphones would also help. The groups feel the school district is genuinely interested in the well-being of students. From a safety standpoint, they would like to see better signage for crosswalks and traffic, particularly during dismissal. They also support the need for better books and updated materials. Both focus groups would like to bring back the English class that the school hosted four years ago. They believe it helps increase communication between the two languages. Bringing this class back is a future action step for our district. Partnering with a local business, Seaboard, would benefit both the school, business and community. The group provided the name of a possible teacher for the English class for adults, so making contact with the person is also a future step for the district. A booklet titled Growth Mindset Parenting Guide Bilingual Handbook - Raising Smart & Successful Students will be purchased to hand out during enrollment to help improve communication. It is written in both English and Spanish.

One area of success is the Parent Advisory Group (PAC) which is a diverse group that has a more social approach to service such as providing food for teacher appreciation, carnival activities, and student incentives. The Hispanic population is willing to serve and tapping into their comfort zone has proven effective. In the future, the PAC group will be consulted as an avenue to gather information to guide decision-making. This goal of increasing participation from diverse groups will be tied to the second cycle of KESA when goal setting. The district employs several paras, custodians and cooks who represent these special groups and their detailed feedback was helpful to writing the plan.

Provide the public the opportunity to provide input and take such input into account

<https://www.leoti.org/vnews/display.v/ART/616479a23de23>

The above link is for the survey results, which is located on the web page, leoti.org. The survey link was live this school year, but we have stopped collecting responses and have now published the results. The Board of Education minutes are published in the local newspaper and on the district's website, so the public is aware of the potential uses of the funds. As mentioned above this topic was on the board agenda each month from October to February. The meetings are held in person and are open to the public. The agenda is posted on the website in advance of the meetings, giving the public adequate notice of discussion items.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

As evidenced in our Year 5 KESA report, when looking at state assessment scores over the five-year cycle, the district is showing growth in the ELA areas, and weaknesses in the math areas. (Ironically, this data has flipped for 2022.) When comparing ALL students in 2020-21, ELA scores show a growth trend in all levels, however when comparing the Hispanic subgroup to ALL students, the trends are opposite. 10.47% more students scored at Level 1, indicating an academic decline, however Level 2 improved by 17.68% and Level 3 improved by 8.5% and Level 4 remained consistent. Likewise, when comparing the special education subgroup, 19.91% more students were in Level 1, but Level 2 improved by 8.84%. Both Levels 3 and 4 had declines of 5.75% and 2.85% respectively, which is evidence that the special education population had declining scores as well. The district has identified the needs of these special groups and will follow up with a needs assessment next fall including this information. Based on findings, the district will implement new strategies and learning opportunities for these two subgroups, including after-school tutoring and homework clubs to address the learning loss during COVID-19. Summer tutoring and summer school will also be offered. On the SO66 for 2021, the special populations included 68 bi-lingual students, and 63 students with an IEP. There were 16 students reported as homeless on 9/20/21, and 18 students are listed as migrant on 9/20/21.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

\$117,237 is the 20% set aside for learning loss. Using the data gleaned from the family, community and student surveys and focus groups, the district plans to use the funds as follows in order to meet the needs of students. \$50,000 for curriculum materials and resources, \$35,000 for summer learning and tutoring for 2022, 2023, and 2024, and professional development in the amount of \$32,237.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Based on the Indoor Air Quality Surveys completed by Trane, there are three domes that need to improve ventilation. The remaining funds of approximately \$468,947 will be used to pay for the architect design fees and performance bond at a cost yet to be determined, and improvements to the elementary school classroom domes, which is approximately \$360,000, and JSHS weight room dome which is approximately \$75,000. The district has the detailed reports from Trane and will be ready to move forward with the work once the application is approved. The architectural firm, GMCN, will follow all federal guidelines such as securing a historical approval letter and Davis Bacon wages for projects of this scope.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The district will monitor data to determine if the interventions are making a difference. The state assessment data for ELA, math and science will be analyzed for trends and gaps. FastBridge data for reading, math and social emotional screeners will be compared to the state assessment results. iReady data will be compared to both FastBridge and state assessments using the entire student population and the two sub-groups - Hispanic and special education. Before and after-school learning opportunities will be offered to all students and their success will be monitored.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$586,184	\$0	\$586,184	ESSER III Allocations	\$117,237
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$586,184	\$0	\$586,184	Amount Still Needed	\$117,237
In Review Total	\$586,184	\$0	\$586,184	In Review Total	\$117,237
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
467-3-0001	Direct	False	2600	430	14	\$468,947	Task Force Review
467-3-0002	Direct	True	1000	644	3	\$50,000	Task Force Review
467-3-0003	Direct	True	1000	110	11A	\$35,000	Task Force Review
467-3-0004	Direct	True	2213	330	1A	\$32,237	Task Force Review

Line Item Details

Line Item ID: 467-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III HVAC

Account Number

96001

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

430 - Repairs and Maintenance Services

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$468,947

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$468,947

Status

Task Force Review

Line Item Comment from KSDE

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 467-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Curriculum

Account Number

96002

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$50,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$50,000

Status

Task Force Review

Line Item ID: 467-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Summer School

Account Number

96003

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$11,668

Budgeted Expenditures in SFY 2023

\$11,666

Budgeted Expenditures in SFY 2024

\$11,666

Total Expenditures

\$35,000

Status

Task Force Review

Line Item ID: 467-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Professional Development

Account Number

96004

Function Code

2213 - Instructional Staff Training Services

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$24,180**Budgeted Expenditures in SFY 2024** \$8,057**Total Expenditures** \$32,237**Status**

Task Force Review

Line Item Comment from KSDE

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss as it is. Please specify how this expenditure will address learning loss for most impacted student subgroups.

ESSER III APPLICATION FOR D0479

Status

Task Force Review

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Crest	603 E. Broad, Colony, KS 660150305	PO Box 305, Colony, KS 660150305
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Shane Walter	swalter@usd479.org	(620) 852-3540

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Shane Walter	Superintendent	swalter@usd479.org	(620) 852-3529

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.usd479.org/news/front_page/district_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 Crest School District began the 2021 school year began without the opportunity for remote learning for students. Parents could enroll their students in the Greenbush Virtual School if interested. Due to an increase in COVID-19 cases with students and staff, the district closed for three days. We thought that would be best to mitigate the spread and help families monitor symptoms. The district successfully remained open with few hiccups using the abundance of caution via closure. The district utilized a part time custodian for classroom sanitation, while installing air purifiers in every classroom. In our school - spacing was our friend, and we were able to limit close contacts in lunchroom, commons, and classroom spaces.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

Students were engaged throughout the process via the ESSER III survey that was posted on the website, school Facebook page, and distributed to their parents through email. Students not only participated in the survey, they were also vital to ensuring that the right questions were being asked. Students were represented by their respective student councils (high school and middle school) who reviewed the questions and confirmed that the questions covered the scope of their belief of need. Students (2.5% of survey respondents) also discussed issues related to COVID-19 and school operation with teachers and coaches, who subsequently brought these issues to the attention of administrators.

Through these methods of engagement, the district identified the following as student priorities:

“More Class options for our high school.” - Actual survey response from student

Additional school tutoring programs

Smaller Class Sizes

The district’s ESSER plan addresses these priorities through a chain reaction of relief beginning at the middle school level. Prior to utilizing ESSER funding, the middle school only had two core curriculum instructors who taught math and some English. Often, the district relied on the high school science instructor to manage both high school and middle school science classes. This was accompanied by class sharing between the middle and high school English teachers. The middle school English teacher was unable to schedule the entire day around English and often had to teach other classes at the middle school level.

The district’s plan changes this by providing for an additional middle school teacher. Because the district will now have three core middle school teachers, all students are split into smaller class sizes and high school teacher schedules are freed up, allowing for more class options. Because of the additional middle school teacher, each middle school student will be enrolled in a core resource class, which enables the students to receive additional assistance and time to work on assignments under the guidance of an instructor while providing valuable assessment data used to target individual student needs.

Families

The district engaged families through the same survey that was available to students. This survey was posted on the school website, school Facebook page, and was emailed to parents of students in the district. This survey brought with it valuable data, which showed parents (51.2% of respondents) saw the following items as a priority (in order of priority highest to lowest):

Additional personnel support for academic intervention

Expanded outside social and emotional / mental health services

Additional behavioral support and interventions

After school tutoring programs

Our ESSER plan addresses all of these priorities both by the aforementioned addition of a high school science teacher along with the hour-long core resource class, allowing for social and emotional intervention, and through the addition of two classroom aids. The plan also incorporates an after school program which will aid in tutoring those students in need and will allow parents to ensure their child is receiving the attention and time they need to perform at their best.

School and District Administrators including Special Education Administration

Administrators had the same opportunities to fill out the survey sent out via the aforementioned methods. They were also vital in speaking with staff members, patrons, and students about issues and forwarding any ideas or priorities up the chain of command. Administrators overwhelmingly agree with the plan and its contents and feel that the items requested and addressed will aid the students in recovering from the impacts that COVID-19 has had on their education.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

School staff played a vital role in the discussions surrounding the district's ESSER application, including that of determining those questions that would be used to engage all parties through the survey. School staff were routinely engaged at meetings and provided with details about ESSER and the task at hand. School staff, combined with district administrators and principals, came up with the following questions that were included on the survey, to which they were all able to respond in an anonymous manner and were equally engaged along with the other demographics as aforementioned.

Please check all that you would like considered:

Summer learning programs

After school tutoring programs

Additional personnel support for academic intervention

Additional behavioral support and interventions

Additional instructional materials and resources (software, textbooks, curriculum, etc.)

Expanded outside social and emotional / mental health services

Expanded school health office personnel hours for health, safety, and support of the student body

Please share any other ideas you may have for our consideration:

The feelings of school staff members (39% of survey respondents) overwhelmingly aligned with those of students, families, administrators, and all other stakeholders who responded to the survey.

Tribes

Although the Crest is unaware of any Tribal residents in the community we were able to identify a family in the county as Native American via collaboration with an area school. This family had the opportunity to provide data by replying to our survey. The district also reached out directly.

The family identified the following as priorities:

Summer learning programs

After school tutoring programs

Additional personnel support for academic intervention

Additional instructional materials and resources (software, textbooks, curriculum, etc.)

The district's ESSER plan addresses many of these priorities through aforementioned means. The district plans to use ESSER to incorporate more digital learning programs that will allow for better data collection and thus a more targeted educational approach. Software programs that the district intends to utilize include Lexia, Accelerated Reader, Star360, i-Ready, and any other programs that may aid teachers in targeted instruction while also teaching the students valuable lessons through the use of technological interaction.

Civil Rights Organization including Disability Rights Organizations

Through our ESSER III application, USD 479 plans to incorporate several of the interventions to assist students with disabilities including after school tutoring, summer school programs, and additional cleaning personnel. The district is also able to reduce class sizes and provide more one-to-one assistance for students with disabilities via additional aides. The district reached out to the Disability Rights Center of Kansas to discuss the district's ESSER III plan and to discuss ideas to further impact exceptional student needs.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

The district worked closely with the ANW special education cooperative in analyzing the survey to ensure that the cooperative was on board with both the questions being asked and the district's position on the results and the plans moving forward to implement the solutions to the priorities identified.

The cooperative, along with their staff members who engage with students in the district on a daily basis all had the opportunity to fill out the survey. Aforementioned results of the survey reflect the cooperative's position, along with the special education teachers and paras who work within the district on a daily basis.

The district does not currently have students who are migratory or incarcerated. However, all other groups had respondents and their voices are represented in our ESSER III plan.

Provide the public the opportunity to provide input and take such input into account

The district conducted a District Site Council meeting which was open to the public to review the ESSER III plan and strategic plan on 3/30/22. Input from stakeholders, community surveys were conducted and posted on the district website to encourage community input in September of 2021.

The following items were identified by community patrons (7.3% of survey respondents) as being areas of priority, and the site council meeting solidified this general consensus.

After school tutoring programs.

Summer School opportunities

Additional personnel (instructional).

Additional staffing (teachers and aides)

Additional instructional materials and resources.

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.

Crest United School District No. 479 began the 2020-2021 school year in session with remote learning options available only to those students who were quarantined or those who chose to stay home due to the pandemic. This was a low number of students. The district missed only one day of school during the 2021 school year and that was due to concerns surrounding a holiday break regarding COVID. Generally, the district operated normally while implementing new procedures related to the COVID pandemic.

During the school year of 2019-2020, when COVID-19 hit and Governor Kelly issued a remote learning policy for all students, our district created a remote learning plan to deliver instruction to students which involved Google Classroom, Google Meets, Paper / Pencil, SeeSaw, and Zoom. During the last nine weeks of 20-21 however, some students were not able to engage in remote learning daily due to parents working, poor internet connections, or no accountability for schools to enforce attendance.

During the 2020-2021 school year, those students lacked skills and learning gaps became apparent. Although students were given intense interventions through MTSS, they still lacked phonic skills that would allow them to become fluent readers. At the end of the 20-21 school year, 24% of students scored in the at-risk range (High Risk - Intervention - On Watch) in math via their STAR 360 math assessment. At the end of the 20-21 school year, 35% of the K-12 students scored in the at-risk range (High Risk - Intervention - On Watch) in reading. Due to what were concerning numbers, we held summer school for those elementary students deemed at risk. Parents were highly encouraged to participate. We were able to sign up 25 students for the summer while creating an after school program for 21-22. These students are not where they should be. Chronic absenteeism due to multiple quarantines had created learning loss. Therefore, our teachers will have to begin with remediation in order to reinforce literacy skills and math skills. Our school is able to provide after-school tutoring in reading for these students and hire certified staff members to tutor students after school. These students should be able to make up the gap they have right now in reading. The district would also like to provide summer school to all grade levels to help bridge the learning loss gap. The district is in search of technology assistance to help track growth of At-Risk students. The district did take steps to address social-emotional issues and made daily contact with the few students who chose the remote option, but this wasn't a bigger issue than in years prior. In summary, the district went to school, addressed COVID issues as they arose, and had a relatively normal school year.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Program/Strategy: Planning and implementing summer learning and supplemental after-school programs.

Description: Summer enrichment programs, coupled with added time after school, would add additional time to the school year for students who require additional classroom time to master skills otherwise lost to the impacts of COVID-19 on their education. 3 teachers - 90 hours, 1 aide - 80 hours, 1 bus driver as needed.

Evidence:

On KSDE approved Evidence-Based Practices: Summer School

On KSDE approved Evidence-Based Practices: Small group instruction / intervention

ESSA Tier 1: <https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/summer-learning-programs>,

ESSA Tier 1: <https://www.wallacefoundation.org/knowledge-center/Documents/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.pdf>

ESSA Tier 1: <https://bestevidence.org/category/reading/reading-struggling-readers/>

ESSA Tier 1: http://afterschoolalliance.org/documents/what_does_the_research_say_about_afterschool.pdf

Budget Requested: \$31,962

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Middle School Teacher: \$145,338

The middle school teacher will provide an additional core teacher to the middle school, which will eliminate the need to shove middle school classes into high school schedules. This will have vast impacts on both middle school and high school students.

Allows for smaller class sizes throughout the balance of ESSER III fund availability.

The classes removed from the high school schedule make way for additional high school classes, and will allow for the addition of a professional development hour for the PDC chair, giving teachers more instructional assistance and capabilities (Instructional Coach ELA)

This allows the previously prep-heavy schedule of one middle school teacher to turn into a dedicated English position.

This allows for all middle school students to receive social emotional help via a core resource hour, which previously would not work.

Two Instructional Aides: \$126,010.28

Instructional aides will allow for one-on-one assistance to those students who may require additional support or who need to be caught up to other students, and overall helps to alleviate the gaps that appeared between students at the same grade level due to COVID-19.

Part Time Janitor: \$17,224

This janitor will aid in the sanitation of district facilities, helping to alleviate the additional stresses placed on janitorial staff due to the COVID-19 pandemic.

Health Supplies: \$15,451.50

Provides for the purchase of air purifiers and associated filters for classroom use. Also provides for the purchase of reusable water bottles, which keeps students from using mouth-to-faucet water fountains and instead redirects this use to bottle fillers.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our ESSER III Plan was developed collaboratively with key stakeholders in our community including, our local special education cooperative, our education service center, staff, administration, students, parents and community members. The focus of our planning and the reason for collaborating with such a diverse group, was to ensure we were developing plans that not only address the general needs of our community, but that we also maintained an important focus on addressing the specific needs of all student and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision making throughout the pandemic and beyond. These stakeholders were consulted with during all stages of planning; before to gather input and during and after to provide feedback.

USD 479 will gauge the effectiveness of the initiatives, personnel, programs, and materials purchased through ESSER III funds as it relates to learning loss and social-emotional well being by administering a variety of local and state assessments, using staff observation and feedback, tracking and monitoring at-risk factors such as attendance rates, office referrals, and student improvement team (SIT) referrals, and continue engagement with all stakeholders; students, families, faculty, and community patrons. Local and state assessments we will use include but are not limited to: Lexia, iReady, Star 360 for academic progress monitoring; State Assessments and ACT for academic summative information; Kansas Communities That Cares survey data for holistic social emotional data. This data will be vital in personalizing what supports we use with our students individually as well as in evaluating the effectiveness of initiatives, personnel, programs, and materials so that we can add, remove, and / or make adjustments as we go.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$337,228	\$0	\$337,228	ESSER III Allocations	\$67,446
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$337,228	\$0	\$337,228	Amount Still Needed	\$67,446
In Review Total	\$335,473	\$0	\$335,473	In Review Total	\$297,569
Amount Left	\$1,755	\$0	\$1,755	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
479-3-0001	Direct	True	1000	110	11A	\$15,000	Task Force Review
479-3-0002	Direct	True	1000	220	11A	\$1,400	Task Force Review
479-3-0004	Direct	True	1000	120	11A	\$3,100	Task Force Review
479-3-0005	Direct	False	2710	120	11A	\$3,628	Task Force Review
479-3-0006	Direct	False	2710	220	11A	\$300	Task Force Review
479-3-0007	Direct	True	1000	110	12	\$99,000	Task Force Review
479-3-0008	Direct	True	1000	220	12	\$7,575	Task Force Review
479-3-0009	Direct	True	1000	210	12	\$18,908	Task Force Review
479-3-0010	Direct	True	1000	290	12	\$19,856	Task Force Review
479-3-0011	Direct	False	1000	610	11A	\$300	Task Force Review
479-3-0012	Direct	False	2100	610	15	\$7,726	Task Force Review
479-3-0013	Direct	False	2100	610	15	\$7,726	Task Force Review
479-3-0014	Direct	True	1000	120	12	\$80,800	Task Force Review
479-3-0015	Direct	True	1000	210	12	\$39,021	Task Force Review
479-3-0016	Direct	True	1000	220	12	\$6,189	Task Force Review
479-3-0017	Direct	False	1000	610	11B	\$1,000	Task Force Review
479-3-0018	Direct	False	2600	120	15	\$16,000	Task Force Review
479-3-0019	Direct	False	2600	220	15	\$1,224	Task Force Review
479-3-0020	Direct	True	1000	110	11B	\$6,720	Task Force Review

Line Item Details

Line Item ID: 479-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 Instructional Salaries

Account Number

33-1000-110

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$7,500

Budgeted Expenditures in SFY 2024

\$7,500

Total Expenditures

\$15,000

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "Summer enrichment programs, coupled with added time after school, would add additional time to the school year for students who require additional classroom time to master skills otherwise lost to the impacts of COVID-19 on their education."

Line Item ID: 479-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 Instructional FICA

Account Number

33-1000-220

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$700

Budgeted Expenditures in SFY 2024

\$700

Total Expenditures

\$1,400

Status

Task Force Review

Line Item Comment from KSDE

Per narrative, "Summer enrichment programs, coupled with added time after school, would add additional time to the school year for students who require additional classroom time to master skills otherwise lost to the impacts of COVID-19 on their education."

Line Item ID: 479-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 Other Instructional Salaries

Account Number

33-1000-120

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,500

Budgeted Expenditures in SFY 2024

\$1,600

Total Expenditures

\$3,100

Status

Task Force Review

Line Item ID: 479-3-0005

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 Bus Salaries

Account Number

33-2710-120

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,764

Budgeted Expenditures in SFY 2024

\$1,864

Total Expenditures

\$3,628

Status

Task Force Review

Line Item ID: 479-3-0006

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 Bus FICA

Account Number

33-2710-220

Function Code

2710 - Vehicle Operation

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$150**Budgeted Expenditures in SFY 2024** \$150**Total Expenditures** \$300**Status**

Task Force Review

Line Item ID: 479-3-0007

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 3 Instructional Salaries

Account Number

33-1000-110

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$10,500**Budgeted Expenditures in SFY 2023** \$43,500**Budgeted Expenditures in SFY 2024** \$45,000**Total Expenditures** \$99,000**Status**

Task Force Review

Line Item ID: 479-3-0008

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 3 Instructional FICA

Account Number

33-1000-220

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$804

Budgeted Expenditures in SFY 2023

\$3,328

Budgeted Expenditures in SFY 2024

\$3,443

Total Expenditures

\$7,575

Status

Task Force Review

Line Item ID: 479-3-0009

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 3 Instructional Fringe

Account Number

33-1000-210

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$1,808

Budgeted Expenditures in SFY 2023

\$8,400

Budgeted Expenditures in SFY 2024

\$8,700

Total Expenditures

\$18,908

Status

Task Force Review

Line Item ID: 479-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 Employer KPERS

Account Number

33-1000-290

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$1,641

Budgeted Expenditures in SFY 2023

\$8,882

Budgeted Expenditures in SFY 2024

\$9,333

Total Expenditures\$19,856**Status**

Task Force Review

Line Item ID: 479-3-0011

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 3 Instr Supp - Elem

Account Number

33-1000-610-230

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$150

Budgeted Expenditures in SFY 2024

\$150

Total Expenditures\$300**Status**

Task Force Review

Line Item ID: 479-3-0012

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 3 Health supplies - HS

Account Number

33-2100-610-210

Function Code

2100 - Support Services (Students)

Object Code

610 - General Supplies and Materials

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$4,226

Budgeted Expenditures in SFY 2023

\$1,750

Budgeted Expenditures in SFY 2024

\$1,750

Total Expenditures\$7,726**Status**

Task Force Review

Line Item ID: 479-3-0013

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 3 Health Supplies - Elem

Account Number

33-2100-610-230

Function Code

2100 - Support Services (Students)

Object Code

610 - General Supplies and Materials

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$4,226

Budgeted Expenditures in SFY 2023

\$1,750

Budgeted Expenditures in SFY 2024

\$1,750

Total Expenditures\$7,726**Status**

Task Force Review

Line Item ID: 479-3-0014

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 Other Instructional Salaries

Account Number

33-1000-120

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$11,200

Budgeted Expenditures in SFY 2023

\$34,400

Budgeted Expenditures in SFY 2024

\$35,200

Total Expenditures

\$80,800

Status

Task Force Review

Line Item Comment from KSDE

To be considered as 20% of your funds dedicated to providing evidence-based support services to address learning loss caused by COVID, please describe the nature or job description of these positions.

Line Item ID: 479-3-0015

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 Instructional Fringe

Account Number

33-1000-210

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$4,821

Budgeted Expenditures in SFY 2023

\$16,800

Budgeted Expenditures in SFY 2024

\$17,400

Total Expenditures

\$39,021

Status

Task Force Review

Line Item ID: 479-3-0016

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 Instructional FICA

Account Number

33-1000-220

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$857

Budgeted Expenditures in SFY 2023

\$2,632

Budgeted Expenditures in SFY 2024

\$2,700

Total Expenditures

\$6,189

Status

Task Force Review

Line Item ID: 479-3-0017

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 Instructional Supplies - ELEM

Account Number

33-1000-610-230

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$500

Budgeted Expenditures in SFY 2024

\$500

Total Expenditures

\$1,000

Status

Task Force Review

Line Item ID: 479-3-0018

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER 3 Maintenance Salary

Account Number

33-2600-120

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,900
Budgeted Expenditures in SFY 2024	\$8,100
Total Expenditures	<u>\$16,000</u>

Status

Task Force Review

Line Item ID: 479-3-0019

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 3 Maintenance FICA

Account Number

33-2600-220

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$604
Budgeted Expenditures in SFY 2024	\$620
Total Expenditures	<u>\$1,224</u>

Status

Task Force Review

Line Item ID: 479-3-0020

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 Instructional Salaries

Account Number

33-1000-110

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,360
Budgeted Expenditures in SFY 2024	\$3,360
Total Expenditures	<u>\$6,720</u>

Status

Task Force Review

ESSER III APPLICATION FOR D0493

Status

Task Force Review

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Columbus	802 South High School Avenue, Columbus, KS 667251674	802 South High School Avenue, Columbus, KS 667251674
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Brian Smith	bsmith@usd493.com	(620) 429-3661

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Brian Smith	Superintendent	bsmith@usd493.com	(620) 429-3661
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Susan Wells	swells@usd493.com		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1335286/Columbus_School_District_Reopening_Plan.pdf

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Our funds will be used to improve the air quality in one of our buildings by improving the HVAC system. We will also use some of our funds to reduce class size by hiring another teacher, so we can provide more physical distance between students. Lastly, we will utilize some of the funds to purchase masks and cleaning supplies to assist in the prevention of the spread of the virus.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

We conducted a survey of our high school students. They were asked to choose three areas that they felt are most needed in our district. Sixty-five percent of the students who responded selected, "providing mental health services and supports." The second highest response was, "activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth including outreach and service delivery." The third highest response that thirty-five percent of the students selected was, "school facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs."

Families

Parents were surveyed during parent-teacher conferences to solicit feedback on district ESSER expenditures. They were asked to select their top three areas that they believed the district most needed to address with the ESSER funds. Approximately thirty-eight percent selected, "Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students. A little over thirty-two percent surveyed selected, "Activities to address unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery." "School facility repairs and improvements to enable operation of schools to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs," and "Purchasing supplies to sanitize and clean LEA and school facilities," both were selected by approximately twenty-four percent of the parents.

School and District Administrators including Special Education Administration

We only have one district administrator, and he has been involved in the collection of data from various stakeholder groups and academic and social-emotional data collection. He has utilized that data to provide input on the needs of the district.

The following is the feedback we received from the Interlocal Special Education Administration:

The SEK Interlocal collaborates with member districts in providing special education and related services to identified district students. The American Rescue Plan Act of 2021 requires LEAs to engage in meaningful consultation with specific stakeholder groups within the LEA and community.

Need: In consultation between the district and the SEK Interlocal, both entities recognize needs and priorities of learning loss, and an increase in psychosocial issues, for disabled students directly related to the pandemic and subsequent school closure and disruptions. Specifically:

*School Closure and Remote Instruction implemented for students created learning loss for some students, especially those who require extra academic assistance, benefit from direct peer modeling, or whose instruction requires differentiation and individualization. Students with health disabilities have been especially impacted.

*Disruptions in access to peers, structured educational environments, and behavioral supports have increased the intensity and need for social emotional supports for many students including students with disabilities.

Priorities: The district and SEK Interlocal acknowledge that utilizing ESSER III dollars to support the following types of extra supports would benefit not only students with disabilities, but all students:

*Expanded learning opportunities such as after school programs and summer school programs to provide enriched learning opportunities.

*Increased professional and staffing increases to expand access and support for individualized learning. This may require increased cost of funding to raise compensation levels in effort to compete with a human resource shortage.

*Programs and resources to support students and families experiencing social-behavioral issues. This could include school-wide behavioral supports, and increased access to staff trained to address these needs.

*Activities or implementation of best practices related to health and wellness such as increased nursing staff, health education and exercise programs. Modifications to the school environment and use of advancements to promote air quality and a sanitary environment.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

We surveyed the staff in our district and asked them to select three areas in which they felt needed to be addressed with the ESSER III funding. Fifty-percent of the teachers listed, "School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs" Forty-four percent listed, "Purchasing educational technology for the LEA's students." Lastly, 42 percent listed, "Providing principals and other school leaders with resources to address individual school needs."

Tribes

We contacted both the Cherokee Nation and the Quapaw Nation for feedback because they are the nearest tribes to our school district. The Cherokee Nation did not respond to our request for feedback, but the Quapaw Nation responded with the following feedback:

Positively Impacting Native American Students in Your District

ACADEMIC SUPPORTS: (K-12)

Math Science/STEM Reading & Writing Suggestions:

- After-School Tutoring (group and one-to-one)
- Participation in Quapaw Nation's Annual Inter-Tribal Competitive Steam Fair (K-12)

- Reading Buddies (Tribal Members, Tribal Employees—background checked, of course)
- Job Shadowing/Field Trips: (MS, HS) College/Career Prep (HS, 9-12)

Suggestions:

- Extra instruction/support/tutoring in the subjects of math, science/STEM, and reading
- SAT/ACT Prep: practice exams, study materials, tutoring/prep classes
- What To Expect When You're Going to College (all of the things the recruiters don't tell you)

Tech/Job Prep (HS, 9-12)

Suggestions:

- Extra instruction in the subjects of math, science, and reading/writing skills
- Real World Math
- Soft Skills
- Career Prep (resume, query letters, thank you notes, completing applications, interview practice, communication skills, etc.)

Life Skills (HS, 9-12)

Suggestions:

- Financial Literacy
(paying bills, purchasing insurance, setting up a checking account, etc.)
- Basic Car Maintenance
- How to Live on Your Own

PHYSICAL HEALTH & WELLBEING: (K-12)

Exercise

Suggestions:

Nutrition

Suggestions:

- Introduce traditional Native American games during PE. such as la crosse, handball, and Indian football. Include the history and culture behind the game.
- Healthy snacks that are easy to make at home, too.
- Have students help prepare snacks.
- Provide take-home information on snacks and healthy eating tips.
- Healthy recipes using inexpensive ingredients and/or commodities.

EMOTIONAL HEALTH & WELLBEING: (K-12)

Suggestions:

- Student access to additional counseling support, including during the summer months and breaks.
- Culturally-centered activities/fieldtrips that focus on healing, self-respect, and self-esteem.
- Culturally-based art therapy/art classes.
- Provide materials for journaling.
- Be able to provide students/families with additional resources.
- Trauma-Informed Culture/Classroom training for faculty and staff. Diversity awareness for the student body and community.
- Teaching across the curriculum that includes Native American materials, perspectives, role models, etc.
- Library materials with Native American protagonists, works by Native American authors.
- Teaching students to self-advocate.

- Johnson O' Malley if available. If not, Native American Student Club.

Civil Rights Organization including Disability Rights Organizations

We contacted the Kansas Council on Developmental Disabilities, and we set up Zoom meeting with their staff on April 5, 2022. Working with them, we came up with several ideas that we believed would be beneficial for our students with developmental disabilities. The first would be a Transition Fair to assist students with finding employment after high school, and also connecting their families with available community resources. Another issue was educating students and families on guardianship. They said that guardianship for people with developmental disabilities is not necessary in many cases, and it should be a last resort because it strips the developmentally disabled of their rights. Lastly, we plan on developing a pamphlet that provides parents information on resources for their children, and handing it out at I.E.P. meetings. This meeting was very productive, and it addressed the needs of a group that is often overlooked.

We sent a message requesting feedback to the NAACP of Joplin, Missouri and the Kansas NAACP asking for feedback. Neither group responded to our district. When we surveyed our students, we had them indicate race. We had two students respond that they identified with "Black or African American." Neither student identified the same areas of need. Their top responses included the following areas:

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs

Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery

Providing mental health services and supports

Planning and implementing summer learning and supplemental after-school programs

Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying our IDEA requirements, and providing educational services consistent with applicable requirements

Other activities necessary to maintain LEA operations and services and employ existing LEA staff

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We surveyed the Partnership for All Cherokee County Children. This group consists of people who work in our county and provide services to all of the groups mentioned. We asked them to choose the three areas they felt needed to be addressed with the ESSER III funds. Seventy-five percent of the respondents chose, "Planning and implementing summer learning and supplemental after-school programs," as one of their choices. Three other choices received 50 percent of the responses. They are as follows: Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery; Providing mental health services and supports; and Addressing learning loss among students, including vulnerable populations. Our district agrees that these are all critical areas that need to be addressed with the ESSER III funding, and we believe they are all addressed in our plan.

We believe the feedback from the members of the Partnership for All Cherokee County Children (PACCC) meets this criteria. The following groups are member of PACCC:

- 1) Birth to Three SEKESC
- 2) Cherokee County Health Department
- 3) Cherokee County K-State and Extension
- 4) City of Columbus
- 5) Columbus School District 493
- 6) Community Health Center of SEK
- 7) Cornerstone of Care
- 8) Dream Big Little Ones
- 9) Greenbush: SEKESC: Parents As Teachers
- 10) Kansas Children's Service League
- 11) Keith Wilson (Riverton)
- 12) KS Kids@ Gearup (Lori Woods)
- 13) Safehouse Crises Center Pittsburg
- 14) Spring River Mental Health
- 15) Toni Spieth (CAC, Girl Scouts, FPC-Joplin)
- 16) Unite Us

We have also solicited input from students, parents, and guardians of all these students when we have conducted our surveys with those groups.

Provide the public the opportunity to provide input and take such input into account

We solicited input from our community in several ways. Feedback was provided from our local Chamber of Commerce, our district site council, and we also conducted an online community survey. The results of that survey are aligned with our requested expenditures. We ask respondents to choose three areas that they believed were most needed in our district. The following were their top three priorities: Providing mental health services and supports (56.8% of respondents), School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs (45.9% of respondents), and Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery (40.5% of respondents).

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Lost learning time has had the greatest impact on our district. When the Governor canceled school during the 2019-20 school year, we lost several months of instruction. We did offer summer school that summer to address the needs of our special populations, and try to stem learning loss in our most vulnerable populations. During the 2020-21 and 2021-22 school years, student and staff absences have created continued learning loss. Since omicron has hit, we have struggled to keep our buildings open.

Overall, we have been able to catch students up in most areas fairly well utilizing after school, summer school, MTSS, and evidenced based reading instruction. In Language Arts, we actually decreased the number of students in Tier 1 on the KAP by 2.15 percent. We increased our scores in science significantly between the 2019 and 2021 assessments. We added a STEAM program that we believe had an impact on our science scores. The one area where we dropped was in math. Because math is foundational and scaffolding is critical to growth, we believe our math scores have suffered even with our current interventions in place. We believe this is an area where we must increase our focus. We were pleased that our math scores were not impacted as greatly as the rest of the state.

We have not seen a disproportionate impact on special populations. We believe the programs we have put in place during the 2020-21 and 2021-22 school years have addressed the needs of these populations effectively.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Our district ESSER money has been very vital in meeting the needs of our students in Columbus. First, our district hired a K-6th grade Reading Specialist that oversees all of our Title Department, MTSS interventions, FastBridge training and testing, and our classroom reading core instruction. Through this hire we have been able to meet the needs of our students through many different avenues. We implemented FastBridge testing throughout our entire district. We had been using multiple testing programs in each of our buildings, and we wanted to get a program that was consistent throughout our district. This has helped us to look closer at data across grade levels and will be more beneficial in the years to come to monitor trends in reading, math, and buildings. FastBridge also helped us to move our MTSS model up into the secondary level. We have fully implemented MTSS reading and math in our K-6th grade classrooms. This year with the help of FastBridge, para support, and intervention materials we have been able to begin MTSS reading groups in our middle school and have been testing out some schedules in our high school. To assist with the added grade levels in MTSS this year, we were able to hire paras for each of our buildings to support small intervention groups. This has also allowed us to have smaller groups and meet with more students on their individualized needs in the younger grades as well. To help us meet student needs, we have been able to use our ESSER money to purchase evidenced and research based intervention materials. These materials assure that our teachers and paras are explicitly teaching these skills in a systematic way that will help students best understand and close gaps in their learning. They also assure that our buildings are staying consistent with one another since we do not have many opportunities to plan and collaborate together. We progress monitor students weekly, biweekly, and monthly through our FastBridge program. We are able to see when students are making gains through our process or if they need a different intervention. One of the newest additions to our MTSS program is an intervention specialist that works with students one-on-one when we discover that their intervention group is not working for them. This allows us to work with students in a more intense program to close learning gaps. If we still can not make any progress, then we are ready to refer for a special education evaluation. Our intervention specialist meets with students on top of their Tier 2 and Tier 3 time. One other program that we have been able to implement into our district because of ESSER funds has been our Summer and After School Programs. We are able to align these programs with our MTSS interventions and give our students exactly what skills they are missing while using the same evidence based programs. For summer school we purchase a STEAM program to give our kids a science based experience while also providing math and reading interventions.

Our K-6th grades purchased a new evidenced based reading program for our core reading instruction. We had the opportunity to train our staff in the best reading practices and science of reading so they were well informed when researching new reading programs. Our staff chose CKLA Amplify and we purchased the materials for each classroom using our ESSER funds. This curriculum meets the state guidelines for structured literacy, but is also one of the best programs that followed evidenced based practices and the science of reading in our research and adoption process. Our students are being introduced to science and social studies topics at all grade levels, and they are learning how to read based on the research of the brain and how the brain learns to read. Our Reading Specialist has been able to meet with our classroom teachers weekly and help to implement the program consistently across the district. In the future this will be more beneficial, as we get new

teachers to our district we will have time to train them in our classroom programs so every class is well trained and informed on the science of reading.

We will continue on with these programs utilizing the funds from ESSER III. We will also be hiring one teacher for the elementary level for class size reduction purposes for both improving instructional opportunities for our most at-risk students and preventing the spread of COVID-19.

Evidenced Based Sources:

<https://ies.ed.gov/ncee/wwc/>

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Announcements-Special-Education-and-Title-Services/Best-Practices#general>

https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf

<https://eric.ed.gov/>

<https://www.air.org/resource/essa-action-guide-selecting-evidence-based-practices-low-performing-schools>

<https://bestevidence.org/>

<https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2015/results-first-clearinghouse-database>

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The district will continue with the programs that were established with earlier funds, and we will also be hiring one teacher for the elementary level for class size reduction purposes for both improving instructional opportunities for our most at-risk students and preventing the spread of COVID-19. We will also be utilizing funds to purchase curriculum at the building level to target math because the data we have collected indicates this is an area of need.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our district has implemented implemented FastBridge to assess students for learning loss and social-emotional needs. We monitor our students throughout the school year to ensure that they are successful both academically, and social-emotionally. We also utilize other sources of data like state assessment scores, teacher observations, and surveys to determine these needs as well.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,682,088	\$0	\$1,682,088	ESSER III Allocations	\$336,418
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,682,088	\$0	\$1,682,088	Amount Still Needed	\$336,418
In Review Total	\$1,682,088	\$0	\$1,682,088	In Review Total	\$1,041,000
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
493-3-0001	Direct	False	2100	110	10	\$120,000	Task Force Review
493-3-0002	Direct	True	1000	110	12	\$120,000	Task Force Review
493-3-0003	Direct	True	1000	110	11A	\$120,000	Task Force Review
493-3-0004	Direct	False	2600	730	14	\$133,000	Task Force Review
493-3-0005	Direct	False	1000	320	12	\$60,000	Task Force Review
493-3-0006	Direct	True	1000	120	12	\$263,000	Task Force Review
493-3-0007	Direct	True	1000	110	12	\$255,000	Task Force Review
493-3-0008	Direct	False	1000	110	12	\$123,000	Task Force Review
493-3-0009	Direct	True	1000	110	12	\$123,000	Task Force Review
493-3-0010	Direct	False	2600	600	7	\$20,000	Task Force Review
493-3-0011	Direct	False	2100	600	15	\$6,088	Task Force Review
493-3-0012	Direct	False	1000	110	16	\$102,000	Task Force Review
493-3-0013	Direct	True	2213	330	3	\$80,000	Task Force Review
493-3-0014	Direct	True	1000	730	9	\$80,000	Task Force Review
493-3-0015	Direct	False	1000	110	16	\$75,000	Task Force Review
493-3-0016	Direct	False	1000	600	1B	\$2,000	Task Force Review

Line Item Details

Line Item ID: 493-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Counselor Salary

Account Number

95 E 2100 110 8068 000

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$60,000

Budgeted Expenditures in SFY 2024

\$60,000

Total Expenditures\$120,000**Status**

Task Force Review

Line Item ID: 493-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salary

Account Number

95 E 1000 110 8068 000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$60,000

Budgeted Expenditures in SFY 2024

\$60,000

Total Expenditures\$120,000**Status**

Task Force Review

Line Item ID: 493-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer School Teacher Salary

Account Number

95 E 1000 110 0493 002

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$60,000

Budgeted Expenditures in SFY 2023

\$60,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$120,000

Status

Task Force Review

Line Item Comment from KSDE

Provide more detail on this line item. What is all included in this \$60,000. Number of teachers, number of students that will be served.

Please be sure to Save Comment after adding information.

Line Item ID: 493-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Cust/Maintenance Equipment-PK

Account Number

95 E 2600 730 8066 000

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

730 - Equipment

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$133,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$133,000

Status

Task Force Review

Line Item Comment from KSDE

This is a capital improvement and requires the necessary paperwork.

Line Item ID: 493-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Purchased Professional Services

Account Number

95 E 1000 320 0493 000

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$30,000

Budgeted Expenditures in SFY 2024

\$30,000

Total Expenditures

\$60,000

Status

Task Force Review

Line Item ID: 493-3-0006

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

Classified Salary

Account Number

95 E 1000 120 8068 000

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$130,000

Budgeted Expenditures in SFY 2024

\$133,000

Total Expenditures

\$263,000

Status

Task Force Review

Line Item ID: 493-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

A.S. Certified Salary

Account Number

95 E 1000 110 0493 001

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$125,000**Budgeted Expenditures in SFY 2024** \$130,000**Total Expenditures** \$255,000**Status**

Task Force Review

Line Item Comment from KSDE

Please provide more detail. How many teachers, students will be served. What materials will be used/purchased. Please be sure to Save Comment after adding information.

Line Item ID: 493-3-0008

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

Certified Salary

Account Number

95 E 1000 110 0493 000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$60,000**Budgeted Expenditures in SFY 2024** \$63,000**Total Expenditures** \$123,000**Status**

Task Force Review

Line Item ID: 493-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salary

Account Number

95 E 1000 110 0493 000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$60,000

Budgeted Expenditures in SFY 2024

\$63,000

Total Expenditures

\$123,000

Status

Task Force Review

Line Item ID: 493-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Custodial/Maint. Supplies

Account Number

95 E 2600 600 0493 000

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$10,000

Budgeted Expenditures in SFY 2024

\$10,000

Total Expenditures

\$20,000

Status

Task Force Review

Line Item ID: 493-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Counselor/Health Salary

Account Number

95 E 2100 600 8068 000

Function Code

2100 - Support Services (Students)

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$3,000

Budgeted Expenditures in SFY 2024

\$3,088

Total Expenditures

\$6,088

Status

Task Force Review

Line Item ID: 493-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salary

Account Number

95 E 1000 110 0493 000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$50,000

Budgeted Expenditures in SFY 2022

\$52,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$102,000

Status

Task Force Review

Line Item ID: 493-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Professional Development Activities

Account Number

95 E 2213 330 0493 000

Function Code

2213 - Instructional Staff Training Services

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$40,000

Budgeted Expenditures in SFY 2023

\$40,000

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$80,000

Status

Task Force Review

Line Item Comment from KSDE

additional information provided in narrative

Line Item ID: 493-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instructional Equipment

Account Number

95 E 1000 730 8070 000

Function Code

1000 - Instruction

Object Code

730 - Equipment

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$40,000

Budgeted Expenditures in SFY 2024

\$40,000

Total Expenditures

\$80,000

Status

Task Force Review

Line Item Comment from KSDE

5/3/22 Please provide more specifics on what technology hardware and software will be purchased.

Line Item ID: 493-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Certified Salary

Account Number

95 E 1000 110 0493 000

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$75,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$75,000

Status

Task Force Review

Line Item Comment from KSDE

5/3/22 When do you expect for this payment to go out to staff?

Line Item ID: 493-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instructional Supplies

Account Number

95 E 1000 600 8070 000

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

1B - Any activity authorized by the Individuals with Disabilities Education Act.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$1,000

Budgeted Expenditures in SFY 2024

\$1,000

Total Expenditures

\$2,000

Status

Task Force Review

Line Item Comment from KSDE

5/3/22 Please explain the connection to COVID-19

ESSER III APPLICATION FOR D0499

Status

Task Force Review

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Galena	702 E. 7th Street, Galena, KS 66739	702 E. 7th Street, Galena, KS 66739
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Trey Moeller	trey.moeller@galena499.org	(620) 783-4499

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Dr. Trey Moeller	Superintendent	trey.moeller@galena499.org	(620) 783-4499

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd499.org/vimages/shared/vnews/stories/61b8ce0eadeff/Galena%20%23499%202021-2022%20Health%20Protocols%202.18.22.pdf>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

ESSER II funds will be used to prepare the Galena USD #499 for a variety of scenarios so we can provide learning opportunities for our students in a safe and educationally sound fashion.

General School Operations Statement

Safely operating in our communities and in our schools requires the accumulation of "small," individual choices we all make to responsibly address the physical, social and emotional wellness of ourselves, our loved ones and others in the community. As such, in all circumstances, we will continuously consult with the Cherokee County Health Department and engage in a principle based approach to developing recommended habits of healthy choices that may include, but are not limited to...

Self-monitoring physical indicators of wellness

Social distancing

Use of PPE's (including masks)

Responsible hygiene practices such as hand washing and sanitizing

Maintaining Healthy and Safe Facilities

Greeting others respectfully

Though there will be rules that may change based on a variety of circumstances, rather than a set of rules to follow, we hope

to help all individuals develop as critical thinkers and decision makers. We are asking every one of our employees and students to help with prevention efforts.

General Instructional Opportunities Statement

We will continuously build capacity as an educational system to flexibly adjust to potential interruptions in the instructional process while meeting individual student learning needs throughout the year. As we consider possible scenarios for meeting the instructional and learning needs of all students, we provide multiple engagement opportunities (including but not limited to On-Site) that promote both Academic and Social Emotional Learning. Additionally, moving forward, students will have increased access to on-site licensed counseling.

General Safety Measures

All procedures and practices related to pandemic related safety measures will be based on ongoing consultation with the Cherokee County Health Department (CCHD).

Overview

Guidelines will be in place for On-Site Learning in Galena USD #499. With a priority being the health and wellness of students, staff, and patrons, these measures may be updated or changed as new information becomes available. Information from the Cherokee County Health Department (CCHD), KSDE, KDHE, the American Academy of Pediatrics (AAP) and the Center for Disease Control (CDC) will continue to be considered to guide the decision making process.

Guiding Principle

The guiding principle for the safe operation of schools will be one of risk-reduction. Knowing that 100% risk-elimination under the current situation of the pandemic is not possible, several protocols will be put in place to reduce the risk of virus transmission so schools can open for students and parents. However, any human interaction during a pandemic situation carries with it some degree of risk of virus transmission.

Key Objectives

To provide, as conditions allow, a positive learning experience for our students, while providing a reasonable risk reduction strategy for all.

General Information

Guidelines, protocols, resources, information and education will be provided according to the latest recommendations of Cherokee County Health Department (CCHD), KSDE, KDHE, the American Academy of Pediatrics (AAP) and the Center for Disease Control (CDC). Topics addressed will include but may not be limited to...

“social distancing” or “physical distancing”

Large group assemblies

Infection prevention

Student/Staff/Parent Responsibilities

Periodic School Closures

Visitors

Student Arrival and dismissal

Cafeteria

Facilities

Classrooms

Transitions

Recess

Electives/Exploratory Classes

Use of Technology

Students with Special Needs

Student Illness

Staff Members Health and Safety Precautions
Symptoms of COVID-19
Screening and Vaccinations
Test to Stay and Learn protocols
Isolation for a Positive Case
Contact Tracing
Protocol for Students or Staff Who Test Positive
Transportation
Crisis Response & Drills
Virtual Education

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

In developing our ESSER plan, we conducted a survey and hosted focus groups with student leadership groups to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest from our students:

Develop Civic Engagement Opportunities

Develop and enforce policies regarding healthy choices (in particular vaping)

Develop educational program for students who have violated rules related to developing the habits of making healthy choices

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

Families

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

Design a discipline grid that reflects more than just punitive consequences; incorporate restorative practices that address educational and SEL issues of students

Develop Summer Programs that encourage student participation and meet social, academic and emotional needs of students

Continue to emphasize improvements to Individual Plans of Study to meet social, academic and emotional needs of students

Safely transporting students

Class size reduction

Safe Student participation in activities like band

Sanitized facilities

You will see that these suggestions from parents are reflective in the plan we developed.

School and District Administrators including Special Education Administration

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.

Need: In consultation between the district and the SEK Interlocal, both entities recognize needs and priorities of learning loss, and an increase in psychosocial issues, for disabled students directly related to the pandemic and subsequent school closure and disruptions. Specifically:

*School Closure and Remote Instruction implemented for students created learning loss for some students, especially those who require extra academic assistance, benefit from direct peer modeling, or whose instruction requires differentiation and individualization. Students with health disabilities have been especially impacted.

*Disruptions in access to peers, structured educational environments, and behavioral supports have increased the intensity and need for social emotional supports for many students including students with disabilities.

Priorities: The district and SEK Interlocal acknowledge that utilizing ESSER III dollars to support the following types of extra supports would benefit not only students with disabilities, but all students:

*Expanded learning opportunities such as after school programs and summer school programs to provide enriched learning opportunities.

*Increased professional and staffing increases to expand access and support for individualized learning. This may require increased cost of funding to raise compensation levels in effort to compete with a human resource shortage.

*Programs and resources to support students and families experiencing social-behavioral issues. This could include school-wide behavioral supports, and increased access to staff trained to address these needs.

*Activities or implementation of best practices related to health and wellness such as increased nursing staff, health education and exercise programs. Modifications to the school environment and use of advancements to promote air quality and a sanitary environment.

You will see that this information plays a prominent role in our ESSER plan.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff (all staff; surveys sent to all staff members who responded anonymously and all staff members participate in the faculty meetings in which these topics are surfaced), students, parents, administration and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

Additional personnel support for academic intervention

Additional behavioral support and interventions

Additional instructional materials and resources (software, textbooks, curriculum, etc.)

Expanded outside social and emotional / mental health services

Smaller class size

Sanitized spaces

Tribes

In a review of our student information system, we identified 57 students who reported as members of a tribe. During a focus group meeting with these students and their parents, they indicated the following strategies would be of the greatest benefit to them:

We are looking to improve our discipline grid by adding strategies to help students that may be making unhealthy choices that may lead to becoming addicted to vaping.

They have helped by suggesting strategies for healthy rules enforcement.

Vocational programs and will be speaking with other students to help spread the word

Design a discipline grid that reflects more than just punitive consequences; incorporate restorative practices that address educational, SEL issues of students

Continue to emphasize improvements to Individual Plans of Study to meet social, academic and emotional needs of students

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

Civil Rights Organization including Disability Rights Organizations

We reached out to the civil rights Disability Rights Center of Kansas in our state/region to seek feedback regarding suggestions to best meet the needs of our students. The Disability Rights Center of Kansas supports schools in Kansas which are trying to obtain additional educational supports and services to address the loss in learning by students, particularly students with disabilities, due to the covid pandemic. DRC is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. They are a private non-profit which provides legal advocacy services to clients on a variety of disability rights issues, including education issues encountered by students with disabilities. We received responses from Disability Rights Center of Kansas and they offered the following suggestions:

Disabilities often create an additional barrier to making progress. Additional supports and services, such as summer enrichment programs and after school tutoring, are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic.

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We reached out to the organizations in our state/region to seek feedback regarding suggestions to best meet the needs of our students that represent the various subgroups. We were able to visit with representatives (specifically, Jeff Schroeder) of the Kansas Council on Developmental Disabilities (KCDD) and they offered the following suggestions:

Hosts transition fairs

Families Together group, awareness, employment

Hosting Life Courses training

Groups to reach out to a CDDO, Skill, Class Voc. Rehab

Benefits counseling

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students

Additionally, as a small school, we maintain personal relationships with parents and solicit individual feedback during Parent-Teacher conferences, individual conversations, and cross sectional representation on our site councils. We have worked closely with our students, parents and stakeholders representing the subgroup populations that are actually represented in our student body (specifically stakeholders representing children with disabilities, children experiencing homelessness, children in foster care and underserved students in our school district) in developing our ESSER support plan. We have also conducted surveys. Through those surveys and conversations, it was clear that the following supports were most needed.

Summer enrichment

After school tutoring

Development of Digital Learning Units for increased accessibility

Additional personnel support for academic intervention

Additional behavioral support and interventions

Additional instructional materials and resources (software, textbooks, curriculum, etc.)

Expanded outside social and emotional / mental health services

Safe student transportation

Student participation in extra-, co-, and vocational education opportunities.

Class Size reduction

You will see that these suggestions are reflective in the plan we developed.

Provide the public the opportunity to provide input and take such input into account

We have worked closely with our families in developing our ESSER support plan. Our building and district leadership team has conducted parent/community surveys, site council committees, planning sessions with community leaders such as the mayor and county representatives to develop a wholistic approach to the plan .

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Evidence of the negative impact of COVID-19 on the district and our Pre-K through 12 students can be recognized in the progress monitoring data collected locally through Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards. The district has selected Canvas as our LMS and it is crucial for progress monitoring, MTSS interventions, and remote learning.

Indicators of the increased challenges regarding the social emotional learning and emotional well being of students include an increase in the number of student office visits, required outside resources for families and students, referrals to Spring River Mental Health for licensed professional counseling, the need for home outreach, student attendance rates and requests from families in need of food and basic supplies. School is a safe place and provides the needed structures for student emotional support. For many of our students being separated from friends and teachers was overwhelming.

The majority of our students' academic and SEL needs have been impacted by the pandemic. With approximately 50% of our students on Free Lunches and another 20% on Reduced Lunches (prior to the everyone is free status), the pandemic circumstances have increased the impact of poverty upon our students. Our parents do not have the resources to provide digital tools for their children so the already significant "digital divide" in our community exploded; exasperating the need to provide technological tools and resources for our students. Moving to Canvas as an LMS required our teachers to learn new instructional technology skills. We implemented an Instructional Technology Support Team to support teachers in use of technology. After taking that step it became apparent that we needed to add an instructional position this year to improve our overall use of the LMS and provide expertise in technology integration of our on-site instruction. The other duty of that position will be to develop mini-programs to support our parents as they also become digital learners.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

ESSER III Education funding will provide additional staff, technology and resources to provide safe, impactful, flexible and customized learning opportunities for all students. Ongoing and future efforts to recoup learning loss due to COVID-19 and support students on their path to being successful graduates include (but not limited to) credit recovery for high school students, PreK-12 summer programs in June and July, providing a digitally organized learning environment and providing evidence-based resources in reading and mathematics. Instructional support provided by ESSER funded instructional coaches

The Science of Reading and Structured Literacy Reading are the foundations of all instructional supports and materials provided through the ESSER funds.

ESSER III expenditures would also include providing extra special education services to students with disabilities. Remote learning has impacted many of their IEP goals and there is a need to recoup learning losses. Funds would be appropriated to provide services during remote learning due to possible COVID 19 rates within our community.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Teachers and administrators reviewed learning data and aligned current teaching resources with state standards. It became obvious that we did not have a viable, reliable, coherent curriculum and that updating our resources would improve instruction. The district worked with Greenbush to study research-based resources, implement approved rubrics for resource adoption, and selected new materials to align standards throughout the grade levels. The resources that were selected would also allow for the integration of data and improvement in delivery MTSS interventions.

To help meet the social emotional learning and emotional well being of students, ESSER III Education funding will provide additional certified staff, therapists and technological resources to meet SEL needs. Our plan has multiple strategies. First, we are redesigning the counseling program to dedicate one counselor per building. This allows for one counselor to be the consistent point of contact for students. Additionally, we are increasing our collaboration with the community health center to provide suicide prevention training programs for our students, and to increase the contracted services of their Licensed Professional Counselor to help us meet the trauma induced needs of our students. The last strategy relates to more consistent monitoring of SEL health and well being. We will use the Panorama program to periodically survey students, analyze data, provide interventions, monitor progress of individual students and student groups. Our plan is to identify 4-6 SEL clusters and monitor student growth and evaluate our interventions annually over the next several years.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our district is dedicated to student growth and improvement. A process of continuous progress monitoring has been set in place. We monitor the academic progress of our students through the use of Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards. Additionally, we will begin implementing an SEL intervention and progress monitoring system (Panorama) to evaluate the impact of our SEL curriculum on our students. Principals, teachers and counselors meet as teams at scheduled times during the week or month to monitor academic and SEL data. The data informs instructional needs of students and MTSS. Benchmark data is used to review/revise KESA goals. Student achievement and SEL data is presented to the Board of Education annually. Counselors will also be meeting to monitor progress in targeted SEL areas. Goals are semi-annually analyzed and evaluated to determine if allocated expenditures are impacting student growth.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,902,935	\$0	\$1,902,935	ESSER III Allocations	\$380,587
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,902,935	\$0	\$1,902,935	Amount Still Needed	\$380,587
In Review Total	\$1,529,935	\$0	\$1,529,935	In Review Total	\$1,049,123
Amount Left	\$373,000	\$0	\$373,000	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
499-3-0001	Direct	True	1000	111	11A	\$97,123	Task Force Review
499-3-0002	Direct	True	1000	121	11A	\$20,000	Task Force Review
499-3-0003	Direct	True	2710	121	11A	\$32,000	Task Force Review
499-3-0004	Direct	True	2122	653	10	\$45,000	Task Force Review
499-3-0005	Direct	False	2113	323	10	\$20,000	Task Force Review
499-3-0006	Direct	False	1000	653	8	\$75,000	Task Force Review
499-3-0007	Direct	True	1000	653	12	\$210,000	Task Force Review
499-3-0008	Direct	False	2710	732	13	\$105,000	Task Force Review
499-3-0009	Direct	False	1000	738	15	\$50,000	Task Force Review
499-3-0011	Direct	True	1000	111	8	\$165,000	Task Force Review
499-3-0012	Direct	True	1000	111	8	\$110,000	Task Force Review
499-3-0013	Direct	True	1000	111	8	\$370,000	Task Force Review
499-3-0014	Direct	False	2113	323	10	\$60,000	Task Force Review
499-3-0015	Direct	False	1000	111	8	\$67,812	Task Force Review
499-3-0016	Direct	False	2620	619	15	\$10,000	Task Force Review
499-3-0017	Direct	False	1000	734	9	\$15,000	Task Force Review
499-3-0018	Direct	False	2620	111	13	\$48,000	Task Force Review
499-3-0020	Direct	False	2122	619	10	\$30,000	Task Force Review

Line Item Details

Line Item ID: 499-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$38,000

Budgeted Expenditures in SFY 2023

\$40,000

Budgeted Expenditures in SFY 2024

\$19,123

Total Expenditures

\$97,123

Status

Task Force Review

Line Item ID: 499-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$8,000

Budgeted Expenditures in SFY 2023

\$8,000

Budgeted Expenditures in SFY 2024

\$4,000

Total Expenditures

\$20,000

Status

Task Force Review

Line Item ID: 499-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

2710 - Vehicle Operation

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$13,500

Budgeted Expenditures in SFY 2023

\$13,500

Budgeted Expenditures in SFY 2024

\$5,000

Total Expenditures

\$32,000

Status

Task Force Review

Line Item ID: 499-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

2122 - Counseling Services

Object Code

653 - Software

Allowable Use

10 - Providing mental health services and supports.

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

Task Force Review

Line Item ID: 499-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

2113 - Social Work Services

Object Code

323 - Student Services

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$20,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$20,000

Status

Task Force Review

Line Item ID: 499-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

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

\$25,000

Total Expenditures

\$75,000

Status

Task Force Review

Line Item ID: 499-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$70,000

Budgeted Expenditures in SFY 2023

\$70,000

Budgeted Expenditures in SFY 2024

\$70,000

Total Expenditures

\$210,000

Status

Task Force Review

Line Item Comment from KSDE

Please provide an example of the types of resources.

Line Item ID: 499-3-0008

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

49

Function Code

2710 - Vehicle Operation

Object Code

732 - Vehicles (Including school buses)

Allowable Use

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$105,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$105,000

Status

Task Force Review

Line Item Comment from KSDE

o For any line-item referencing a equipment over \$5,000
 ? This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 499-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

738 - Instruments

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$50,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$50,000

Status

Task Force Review

Line Item ID: 499-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

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

\$55,000

Total Expenditures

\$165,000

Status

Task Force Review

Line Item ID: 499-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$55,000
Budgeted Expenditures in SFY 2024	\$55,000
Total Expenditures	\$110,000

Status

Task Force Review

Line Item ID: 499-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$185,000
Budgeted Expenditures in SFY 2024	\$185,000
Total Expenditures	\$370,000

Status

Task Force Review

Line Item Comment from KSDE

How many positions does this include and what is the total FTE?

Line Item ID: 499-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

2113 - Social Work Services

Object Code

323 - Student Services

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$0

Budgeted Expenditures in SFY 2023

\$30,000

Budgeted Expenditures in SFY 2024

\$30,000

Total Expenditures

\$60,000

Status

Task Force Review

Line Item ID: 499-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

111 - Full-Time Certified Salaries

Allowable Use

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$22,112

Budgeted Expenditures in SFY 2023

\$22,600

Budgeted Expenditures in SFY 2024

\$23,100

Total Expenditures

\$67,812

Status

Task Force Review

Line Item Comment from KSDE

Clarification: Please provide additional information explaining how this is work beyond the contract. If this is Premium pay, then please provide the incentive, the premium pay amount(s) and the anticipated payment date.

Line Item ID: 499-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

2620 - Maintenance of Buildings

Object Code

619 - Other Supplies and Materials

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$10,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$10,000

Status

Task Force Review

Line Item ID: 499-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

734 - Technology -Related Hardware

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Budgeted Expenditures in SFY 2021

\$0

Budgeted Expenditures in SFY 2022

\$15,000

Budgeted Expenditures in SFY 2023

\$0

Budgeted Expenditures in SFY 2024

\$0

Total Expenditures

\$15,000

Status

Task Force Review

Line Item Comment from KSDE

Clarification: Please explain what hardware is needed due to COVID-19.

Line Item ID: 499-3-0018

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

49

Function Code

2620 - Maintenance of Buildings

Object Code

111 - Full-Time Certified Salaries

Allowable Use

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$16,000**Budgeted Expenditures in SFY 2023** \$16,000**Budgeted Expenditures in SFY 2024** \$16,000**Total Expenditures** \$48,000**Status**

Task Force Review

Line Item Comment from KSDE

Clarification: Please provide additional information on the number of staff positions to be added and how it relates to COVID-19.

Line Item ID: 499-3-0020

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

49

Function Code

2122 - Counseling Services

Object Code

619 - Other Supplies and Materials

Allowable Use

10 - Providing mental health services and supports.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$10,000**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$30,000**Status**

Task Force Review

Line Item Comment from KSDE

Clarification: Please explain what Social/Emotional Learning curriculum materials were/will be purchased.

