

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

# August 4<sup>th</sup> Task Force Meeting Pre-Read Materials

Dear Task Force members,

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

- 1 district is requesting a change to their previously allocated ESSER II funds.
- 32 districts are requesting a change to their previously allocated ESSER III funds.

As a reminder, we will review applications and requests deemed eligible at a summary level in the meeting. If there is a specific application or request you would like addressed in the Task Force meeting, please email <u>ESSER@ksde.org</u> no later than Thursday, August 3<sup>rd</sup>, at 4:00 p.m. so information for the district in question can be included in the presentation materials.

#### Reminder

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

For <u>new</u> line items, the line will be highlighted in yellow.
For a change to a <u>previously approved</u> line item, the line will be highlighted in blue.

# MINUTES



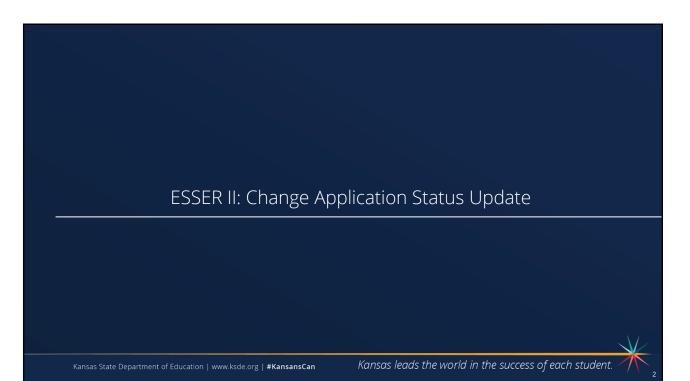
Commissioner's Task Force on ESSER (II, and III) and EANS (I, and II) Distribution of Money – June 9, 2023

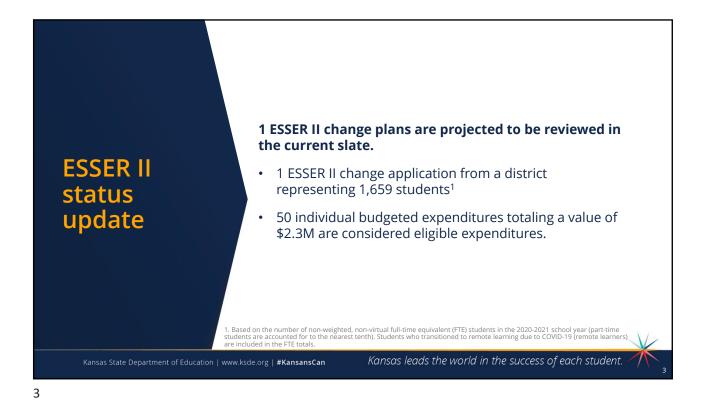
| on Thursday, June 9, 2<br>The meeting was conc<br>observe and listen.<br>Approval of Agenda<br>Adam Proffitt made a<br>and Nick Compagnone<br>Attendance | d the meeting of the Commissioner's Task Force to order at 3:00 p.m.<br>023.<br>Aucted via video conference and was live streamed for the public to<br>motion to approve the agenda as presented for the June 9 meeting<br>e seconded it. Motion carried unanimously.<br>ce members attended by video conference:                   | <b>MOTION</b><br>(00:03:53) |
|--|---|-----------------------------|
| Brenda Dietrich J<br>Frank Harwood R<br>TinaRae Scott N  | Cathy Hopkins<br>amie Rumford<br>Roberta Lewis<br>Nick Compagnone<br>Melissa Rooker   |                             |
| <b>Approval of May 5 Min</b><br>TinaRae Scott made a<br>Motion carried unanin  | motion to approve the May 5 minutes and Bert Lewis seconded.  | MOTION<br>(00:04:33)        |
| being reviewed in toda<br>recommended to the<br>ESSER II change reque  | cation Status Update<br>ne meeting off by stating that there are 8 ESSER II change requests<br>ay's meeting and if approved, the change requests will be<br>State Board of Education for approval on Tuesday, June 13. The<br>ests consist of 267 individual budgeted expenditures totaling a value<br>le net change is \$381,095). | (00:05:26)                  |
|  | he ESSER II Change Requests Slate to Kansas State Board of Education<br>tion to approve the ESSER II change request as presented. Melissa<br>tion carried (9-0).  | MOTION<br>(00:07:43)        |
| Doug Boline mentioned<br>have requested \$9.5 m  | Discussion of Request Deemed Eligible by KSDE<br>d that the 9 districts represented in today's ESSER III application batch<br>nillion (for eligible expenditures): which is 90% of their total allocation.<br>penditures (requested) per district (for this specific batch) range from \$   | (00:08:19)                  |
|  | Kanaga lands the world in the success of each   | student                     |

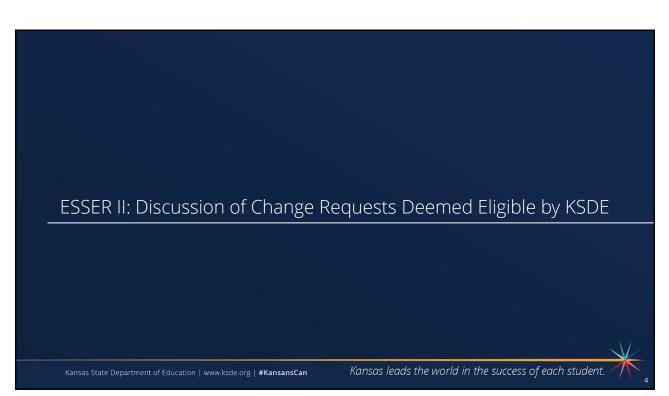
Kansas leads the world in the success of each student.

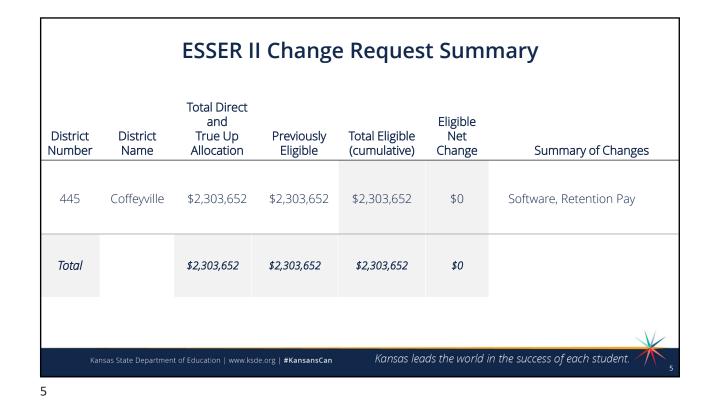
| 439,372 to \$2,405,200; average amount per district is \$1,053,681. The eligible planned expenditures (for this batch) per student range from \$625 to \$1,623; average amount is \$1,005.  |                      |
|---|----------------------|
| ESSER III: Discussion of Change Requests Deemed Eligible by KSDE<br>The eligible expenditures for the 16 ESSER III change requests totaled to \$33,648,883<br>(cumulative). The net change for the eligible requests total to \$2,775,388. Specific details<br>regarding the batch of change requests can be found on the Commissioner's Task Force<br>webpage located here - <u>Commissioner's Task Force (ksde.org)</u> . | (00:10:18)           |
| Vote to Recommend the ESSER III Change Requests and Applications to the Kansas State<br>Board of Education  |                      |
| TinaRae Scott made a motion to approve the ESSER III change requests and applications and Bert Lewis seconded. Motion carried (10-0).   | MOTION<br>(00:12:46) |
| The task force had a short discussion towards the end of the meeting to decide whether they will continue meeting monthly. It was decided that the task force will skip the July meeting but will meet in August. If any critical items come up, the KSDE ESSER team will notify the task force.  |                      |
| Adjournment<br>Chairman Porter adjourned the meeting at 3:13 p.m. The next meeting will occur on Friday,<br>August 4, 2023 at 3:00 p.m.   |                      |

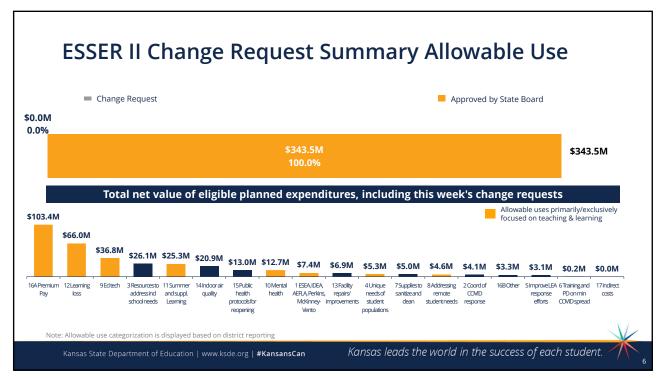














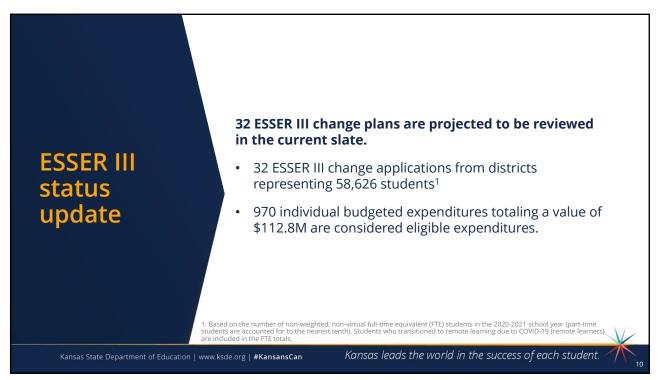
# Vote to recommend the slate of ESSER II requests

Scope: - 1 ESSER II change request

Kansas State Department of Education | www.ksde.org | **#KansansCan** 









|                    | ESSER III Change Request Summary |  |                             |                                |                        |                                   |  |  |  |  |  |  |
|--------------------|----------------------------------|--|-----------------------------|--------------------------------|------------------------|-----------------------------------|--|--|--|--|--|--|
| District<br>Number | District<br>Name                 | Total Direct<br>and<br>True Up<br>Allocation | Previously<br>Eligible      | Total Eligible<br>(cumulative) | Eligible Net<br>Change | Summary of Changes                |  |  |  |  |  |  |
| 103                | Cheylin                          | \$365,789                                    | \$345,789                   | \$365,789                      | \$20,000               | HVAC                              |  |  |  |  |  |  |
| 109                | Republic                         | \$723,240                                    | \$723,240                   | \$723,240                      | \$0                    | Salaries                          |  |  |  |  |  |  |
| 114                | Riverside                        | \$1,119,203                                  | \$1,086,153                 | \$1,119,203                    | \$33,050               | Teacher Laptops                   |  |  |  |  |  |  |
| 204                | Bonner<br>Springs                | \$3,882,112                                  | \$3,773,625                 | \$3,882,112                    | \$108,487              | Software                          |  |  |  |  |  |  |
| Ka                 | ansas State Departmen            | it of Education   www.ksd                    | le.org   <b>#KansansCan</b> | Kansas i                       | leads the world ir     | n the success of each student. 12 |  |  |  |  |  |  |

| ESSER III Change Request Summary  |                     |  |                        |                                |                        |                            |  |  |  |  |
|---|---------------------|--|------------------------|--------------------------------|------------------------|----------------------------|--|--|--|--|
| District<br>Number  | District<br>Name    | Total Direct<br>and<br>True Up<br>Allocation | Previously<br>Eligible | Total Eligible<br>(cumulative) | Eligible Net<br>Change | Summary of Changes         |  |  |  |  |
| 212   | Northern<br>Valley  | \$246,039                                    | \$231,208              | \$245,348                      | \$14,140               | Hands-Free Water Fountains |  |  |  |  |
| 227   | Hodgeman            | \$309,142                                    | \$61,829               | \$309,142                      | \$247,313              | HVAC                       |  |  |  |  |
| 231   | Gardner<br>Edgerton | \$3,556,439                                  | \$3,481,771            | \$3,556,439                    | \$74,668               | Salaries                   |  |  |  |  |
| 240   | Twin Valley         | \$702,265                                    | \$702,265              | \$702,265                      | \$0                    | Salaries, Supplies         |  |  |  |  |
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|   | ESSER III Change Request Summary |             |             |             |           |                            |  |  |  |  |  |
|---|----------------------------------|-------------|-------------|-------------|-----------|----------------------------|--|--|--|--|--|
| District<br>Number  |                                  |             |             |             |           |                            |  |  |  |  |  |
| 248   | Girard                           | \$1,552,876 | \$1,269,850 | \$1,303,548 | \$33,698  | Curriculum, LETRS Training |  |  |  |  |  |
| 253   | Emporia                          | \$6,197,500 | \$4,085,440 | \$4,681,398 | \$595,958 | Salaries                   |  |  |  |  |  |
| 254   | Barber                           | \$779,134   | \$637,000   | \$779,134   | \$142,134 | HVAC                       |  |  |  |  |  |
| 257   | Iola                             | \$3,034,259 | \$2,723,802 | \$3,034,259 | \$310,457 | Window Replacement         |  |  |  |  |  |
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|                    | ESSER III Change Request Summary |  |                            |                                |                        |   |  |  |  |  |  |
|--------------------|----------------------------------|--|----------------------------|--------------------------------|------------------------|---|--|--|--|--|--|
| District<br>Number | District<br>Name                 | Total Direct<br>and<br>True Up<br>Allocation | Previously<br>Eligible     | Total Eligible<br>(cumulative) | Eligible Net<br>Change | Summary of Changes                      |  |  |  |  |  |
| 258                | Humboldt                         | \$942,370                                    | \$789,009                  | \$942,370                      | \$153,361              | Salaries                                |  |  |  |  |  |
| 281                | Graham                           | \$591,113                                    | \$591,113                  | \$561,780                      | \$29,333               | Retention Pay                           |  |  |  |  |  |
| 316                | Golden<br>Plains                 | \$417,844                                    | \$417,844                  | \$417,844                      | \$0                    | Salaries, Retention Pay                 |  |  |  |  |  |
| 334                | Southern<br>Cloud                | \$381,272                                    | \$341,272                  | \$381,272                      | \$40,000               | Curriculum                              |  |  |  |  |  |
| Kar                | nsas State Departmen             | it of Education   www.ksd                    | e.org   <b>#KansansCan</b> | Kansas I                       | eads the world ir      | n the success of each student. Angle 15 |  |  |  |  |  |

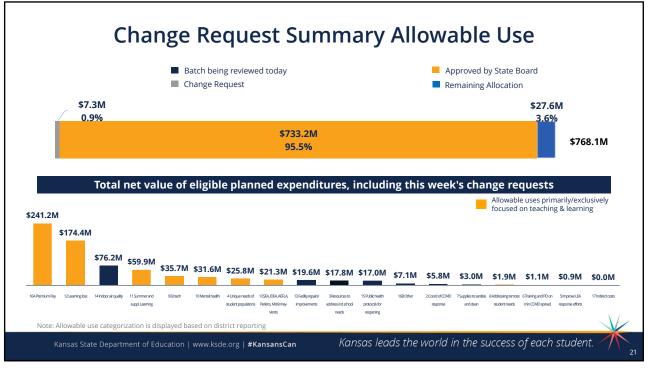
|                    | ESSER III Change Request Summary |  |                             |                                |                        |                                   |  |  |  |  |  |
|--------------------|----------------------------------|--|-----------------------------|--------------------------------|------------------------|-----------------------------------|--|--|--|--|--|
| District<br>Number | District<br>Name                 | Total Direct<br>and<br>True Up<br>Allocation | Previously<br>Eligible      | Total Eligible<br>(cumulative) | Eligible Net<br>Change | Summary of Changes                |  |  |  |  |  |
| 342                | McLouth                          | \$509,735                                    | \$509,735                   | \$509,735                      | \$0                    | Premium Pay                       |  |  |  |  |  |
| 361                | Chaparral                        | \$1,575,625                                  | \$1,411,625                 | \$1,531,625                    | \$120,000              | Sanitation Supplies               |  |  |  |  |  |
| 377                | Atchison<br>County               | \$625,236                                    | \$625,236                   | \$625,236                      | \$0                    | Premium Pay                       |  |  |  |  |  |
| 388                | Ellis                            | \$419,903                                    | \$416,090                   | \$374,890                      | \$41,200               | Software: Lexia                   |  |  |  |  |  |
| Kar                | nsas State Departmen             | it of Education   www.ksc                    | le.org   <b>#KansansCan</b> | Kansas I                       | eads the world ir      | n the success of each student. 15 |  |  |  |  |  |

| ESSER III Change Request Summary  |                  |  |                        |                                |                        |                       |  |  |  |  |
|---|------------------|--|------------------------|--------------------------------|------------------------|-----------------------|--|--|--|--|
| District<br>Number  | District<br>Name | Total Direct<br>and<br>True Up<br>Allocation | Previously<br>Eligible | Total Eligible<br>(cumulative) | Eligible Net<br>Change | Summary of Changes    |  |  |  |  |
| 396   | Douglass         | \$574,086                                    | \$338,975              | \$409,883                      | \$70,908               | Salaries              |  |  |  |  |
| 398   | Peabody<br>Burns | \$358,433                                    | \$333,600              | \$358,433                      | \$24,833               | Professional Services |  |  |  |  |
| 403   | Otis-Bison       | \$509,412                                    | \$109,412              | \$509,412                      | \$400,000              | HVAC                  |  |  |  |  |
| 411   | Goessel          | \$197,955                                    | \$118,283              | \$197,955                      | \$79,672               | Salaries              |  |  |  |  |
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|                    | ESSER III Change Request Summary |  |                            |                                |                        |                                |  |  |  |  |  |
|--------------------|----------------------------------|--|----------------------------|--------------------------------|------------------------|--------------------------------|--|--|--|--|--|
| District<br>Number | District<br>Name                 | Total Direct<br>and<br>True Up<br>Allocation | Previously<br>Eligible     | Total Eligible<br>(cumulative) | Eligible Net<br>Change | Summary of Changes             |  |  |  |  |  |
| 443                | Dodge City                       | \$10,263,570                                 | \$9,247,871                | \$10,193,330                   | \$945,459              | Premium Pay                    |  |  |  |  |  |
| 462                | Central                          | \$658,190                                    | \$610,763                  | \$658,190                      | \$47,427               | Curriculum                     |  |  |  |  |  |
| 480                | Liberal                          | \$10,424,740                                 | \$9,423,377                | \$10,424,740                   | \$1,001,363            | Teacher Training, HVAC         |  |  |  |  |  |
| 481                | Rural Vista                      | \$541,862                                    | \$510,251                  | \$332,848                      | \$177,403              | Salaries, Premium Pay          |  |  |  |  |  |
| Ka                 | nsas State Departmen             | t of Education   www.ksd                     | e.org   <b>#KansansCan</b> | Kansas I                       | leads the world ir     | n the success of each student. |  |  |  |  |  |

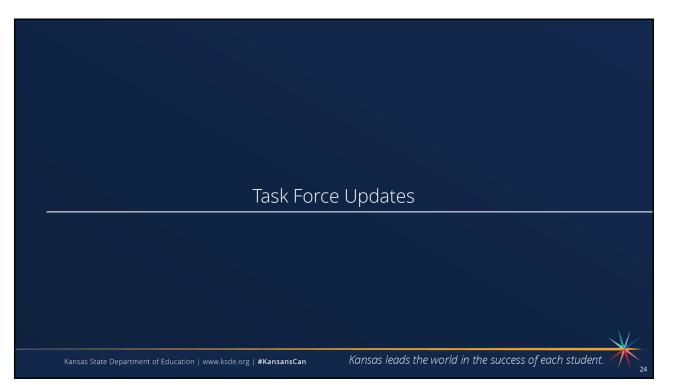
|   | ESSER III Change Request Summary |  |                        |                                |                        |                       |  |  |  |  |  |
|---|----------------------------------|--|------------------------|--------------------------------|------------------------|-----------------------|--|--|--|--|--|
| District<br>Number  | District<br>Name                 | Total Direct<br>and<br>True Up<br>Allocation | Previously<br>Eligible | Total Eligible<br>(cumulative) | Eligible Net<br>Change | Summary of Changes    |  |  |  |  |  |
| 490   | El Dorado                        | \$3,372,166                                  | \$2,887,309            | \$3,372,166                    | \$484,857              | HVAC                  |  |  |  |  |  |
| 497   | Lawrence                         | \$13,573,376                                 | \$13,573,376           | \$13,573,376                   | \$0                    | Premium Pay, Salaries |  |  |  |  |  |
| 501   | Topeka                           | \$42,152,936                                 | \$40,079,012           | \$42,152,936                   | \$2,073,924            | Indirect Expenses     |  |  |  |  |  |
| Kansas State Department of Education   www.ksde.org   #KansansCan       Kansas leads the world in the success of each student.         19 |                                  |  |                        |                                |                        |                       |  |  |  |  |  |

| ESSER III Change Request Summary  |                  |  |                        |                                |                        |                    |  |  |  |  |
|---|------------------|--|------------------------|--------------------------------|------------------------|--------------------|--|--|--|--|
| District<br>Number  | District<br>Name | Total Direct<br>and<br>True Up<br>Allocation | Previously<br>Eligible | Total Eligible<br>(cumulative) | Eligible Net<br>Change | Summary of Changes |  |  |  |  |
| 503   | Parsons          | \$4,663,635                                  | \$4,075,993            | \$4,555,993                    | \$480,000              | HVAC               |  |  |  |  |
| Total   |                  | \$115,221,457                                | \$105,532,118          | \$112,785,891                  | \$7,253,773            |                    |  |  |  |  |
|   |                  |  |                        |                                |                        |                    |  |  |  |  |
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# ESSER II Change Request Overview and Table of Contents

|       |          | DISTRICT PROFILES |                    |                          |                    | KSDE RECOMMENDATIONS |             |              |              |              |               |                    |       |
|-------|----------|-------------------|--------------------|--------------------------|--------------------|----------------------|-------------|--------------|--------------|--------------|---------------|--------------------|-------|
|       |          |                   | Total Public       |                          |                    |                      | % Requested |              |              | Eligible net |               |                    |       |
|       |          |                   | School             | % Students Approved      |                    |                      | of Total    |              | Total Change | change for   | % Eligible of | Eligible Valu      | ue    |
|       | District |                   | Students           | for Free- or Reduced-    | Total Direct and   |                      | Allocation  | Requested    | Request      | Task Force   | Total         | Per Student        | £ .   |
| Plan  | Number   | District Name     | (FTE) <sup>1</sup> | Price Lunch <sup>2</sup> | True Up Allocation | Previously Eligible  | Previously  | Change       | Approved     | Review       | Requested     | (FTE) <sup>1</sup> |       |
| 1     | 445      | Coffeyville       | 1,659              | 77%                      | \$ 2,303,652       | \$ 2,303,652         | 100%        | \$ 2,303,652 | \$ 2,303,652 | \$-          | 100%          | \$ 1               | 1,389 |
| Total |          |                   | 1,659              | 77%                      | \$ 2,303,652       | \$ 2,303,652         | 100%        | 2,303,652    | \$ 2,303,652 | \$-          | 100%          | \$ 1               | 1,389 |

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

#### Kansas CommonApp (2020)

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



Applicant details

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

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

| Select an Applicant Type   | Unified School District  |
|--|--------------------------|
| Applicant / Entity Name  | 445 Coffeyville          |
| Applicant / Mailing Address  |                          |
| USD 445 Board of Education<br>615 Ellis<br>Coffeyville, KS 67337               |                          |
| <b>Applicant /</b> First and Last Name of<br>Owner, CEO, or Executive Director | Michael Speer            |
| <b>Applicant</b> / Email Address of Owner,<br>CEO, or Executive Director       | speerm@cvilleschools.com |
| Applicant / Phone Number   | 6202526400               |

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

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

**Applicant /** Federal EIN *(if applicable)* 48-0698616

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

Applicant / Mission Statement (if applicable)

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

**Applicant /** W9 or Year-end Financial Statement *(if applicable)* <u>Download Form W-9</u>

| PDF         | IRS Form W-9 - USD 445 (1.8 MiB download)         |
|-------------|---|
| Applicant / | Board Member List <i>(if applicable)</i>          |
| PDF         | <u>Board Members Quick List (72 KiB download)</u> |

Fiscal Agent / Name (if applicable) Michael W. Speer

Fiscal Agent / Email (if applicable) speerm@cvilleschools.com

### Application details

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

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

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

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

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

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

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

Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Notes on ESSER II application Excel template:

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

- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template <u>here</u> to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

XLSX

445 Coffeyville ESSERII C... (166 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 | Michael W. Speer |
|----------------------|------------------|
| Date                 | 05/26/2022       |

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

| Expenditure ID     | Eligibility Review<br>Recommendation | Funding<br>Stream    | Function<br>Name | Object Name                        |  |  | Total<br>Expenditures (\$) |      | Budgeted<br>Expenditures in<br>) SFY 2022 (\$) | (\$)      | res in SFY<br>2024 (\$) | Account<br>Number |   |
|--------------------|--------------------------------------|----------------------|------------------|------------------------------------|--|--|----------------------------|------|--|-----------|-------------------------|-------------------|---|
| 445-1-001-20230808 | Eligible                             | Direct<br>Allocation | Instruction      | Regular<br>Certified<br>Salaries   | 12. Addressing learning<br>loss among students,<br>including vulnerable<br>populations | UPDATED REQUEST - 06/27/2023: Adjust remainder of funds down (\$154,862.55) as they were unspent as originally<br>intended. Move to Technology Equipment purchase line item 99170. UPDATED REQUEST - 04/27/2023: Adjust budget to<br>pay for the Interventional salary expense as it came in a bit higher than expected originally.<br>UPDATE REQUEST - 09/26/2022: To better account for expenses and reporting requirements, salary amounts for the<br>Interventional teacher and the technology instructor will be split out to new account numbers. Budget is reduced an<br>additioant \$37,500 to cover the additiaon1 6 months of the technology integration person that was hired for FY2024.<br>Reduce budget and reallocate funds. Reduce line itme by \$1,680 to cover additional expense. Reduce \$39,120 for<br>intervention teacher, reduce \$112,500 for technology instructor will be by thout to new account numbers. Budget is reduced an<br>technology person and the intervention person will be decreased from the originally planned amount1 x \$75,000 = \$-<br>75,000, -1 x \$39,120 = \$-39,120<br>CHANGE REQUEST - 05/26/2022: An instructional interventionalist will be hired to work specifically with the Tier II and<br>Tier III students directly on learning loss due to the COVID pandemic. This is being implemented instead of having each<br>teache work with students. In addition, a 'ard year 2023-2024 for the instructional coach that helps all teachers will be<br>added. Additionally, a technology in the fastroom as well as those students who are on remote due to COVID related absences.<br>Better integration of technology in the classroom will help with student learning loss and connecting back to the<br>classroom. Interventional: 1.0 FTE x \$52,500/xr. 2 yrs. = \$105,000 Instructional: 1.0 FTE x \$60,000 x 1 yr. = \$60,000.<br>Instructional lengrationist: 1.0 FTE x \$75,000 x 1 yr.<br>1.0 FTE instructional coach will be hired to differentiate data from Panorama and other assessments to target specific<br>learning loss students migh have incurred during the COVID-19 pandemic. The instructiona | \$ 50,837                  | \$ - | \$ -   | \$ 50,837 | Ş -                     | 99100             | Change Request: Previous<br>approved for \$120,000<br>between SFY 22 and 23 |
| 445-1-002-20230808 | Eligible                             | Direct<br>Allocation | Instruction      | Part-Time<br>Certified<br>Salaries | 12. Addressing learning<br>loss among students,<br>including vulnerable<br>populations | CHANGE REQUEST - 11/15/2022: Expenses of \$580 were reported in this SACCT during the 4th quarter of 2021, October,<br>but all of the budget was accidently zeroed. This will replaced the budget amount for expenses already reported.<br>Additional \$580<br>CHANGE REQUEST - 05/26/2022: The original intent for this line has been moved to the Stipend line for teacher training<br>in PLC as they were stipends paid and not based on hours. Zero out of expenses<br>To address student learning loss, the district will be implementing Professional Learning Communities (PLCs) throughout<br>the district. This is a 2-3-year program for full implementation with support. To start, teacher will participate in a 4 days<br>intensive training over the summer in preparation for the upcoming school year.<br>110 FEE x 527.580 (oxyd0ay) x 4 days x 1 yr. = \$121,352   | \$ 580                     | \$-  | \$ 580   | \$ -      | \$-                     | 99101             | Change Request: Previous<br>approved for \$121,352 SP<br>22                 |
| 145-1-003-20230808 | Eligible                             | Direct<br>Allocation | Instruction      | Part-Time<br>Certified<br>Salaries | 11A. Planning and<br>implementing summer<br>learning or enrichment<br>programs         | UPDATED REQUEST - 06/27/2023: Adjust remainder of funds down (\$23695.85) as they were unspent as originally<br>intended. Move to Technology Equipment purchase line Item 99170. CHANGE REQUEST - 11/15/2022: To cover the<br>expenses in the part-time teacher salary line item, this will be reduced \$8,080. Reduce budget and reallocate funds.<br>Reduce \$8,080<br>During the summer months, individualized plans for students will be created to combat learning loss during the COVID-<br>19 time. Teachers will work with individual students at different times during the day on areas where student's greatest<br>need is identified.<br>20 days x 10 teachers x 3 hrs./day x \$30/hr; x 2 yrs. = \$36,000   | \$ 11,724                  | \$-  | \$ 11,724                                      | \$ -      | \$-                     | 99107             | Change Request: Previous<br>approved for \$330,000<br>between SFY 22 and 23 |
| 445-1-004-20230808 | Eligible                             | Direct<br>Allocation | Instruction      | Part-Time<br>Certified<br>Salaries | 12. Addressing learning<br>loss among students,<br>including vulnerable<br>populations | UPDATED REQUEST - 06/27/2023: Adjust remainder of funds down (\$16,548.32) as they were unspent as originally intended. Move to<br>Technology Equipment purchase line item 99170. CHANGE REQUEST - 11/16/2022: The stipends that were originally allocated for<br>trainings has been completed for the most part except for new staff training. Settimated at<br>New Teacher Training: 15 FTE x\$275.80 (avg/day) x 4 days x 1 year = \$16,548 for a totamis for new staff training, estimated at<br>New Teacher Training: 15 FTE x\$275.80 (avg/day) x 4 days x 1 year = \$16,548 for a totamis for new staff training, estimated at<br>New Teacher Training: 15 FTE x\$275.80 (avg/day) x 4 days x 1 year = \$16,548 for a total budget of \$143,966. Reduce the budget down from<br>original \$193,610 to \$143,966. Reallocate \$49,644 to other areas: FS,<br>CHANGE REQUEST - 05/26/2022: This was originally charged to a different account number, and although done was scharged herer as a<br>stipend. To address student learning loss, the district will be implementing Professional Learning Communities (PLCs) throughout the<br>district. This is a 2-3-year program for full implementation with support. To start, teacher will participate in a 4 days intensive training<br>over the summer in preparation for the upcoming school year. New teachers to the district will be trained in the summer for the two<br>years remaining: 110 FTE x \$289.59 (avg/day) x 4 days x 1 yr. = \$121,352. New Teacher Training: 15 FTE x \$275.80 (avg/day) x 4 days x 2<br>yrs. = \$33,096<br>Teachers will be paired with a small group of students to work individually and as a group on specific areas of ned to address specific<br>learning loss that occurred during the pandemic. Teachers will make sure students are achieving the required studards for the subject<br>material and that students have recovered from the learning loss. A stipend for this additional instruction time will be paid to each<br>teacher in the district.  | \$ 127,418                 | \$ - | \$ 127,418                                     | \$ -      | ş .                     | 99108             | Change Request: Previous<br>approved for \$123,530<br>between SFY 22 and 23 |

District Name Data as of Coffeyville 7/31/2023

USD 445

| 445-1-005-20230808 | Eligible | Direct<br>Allocation | Instruction | Regular Non-<br>Certified<br>Salaries   | 12. Addressing learning<br>loss among students,<br>including vulnerable<br>populations | UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available through 12/1/2023.<br>Reduce budget down \$68,306<br>CHANGE REQUEST - 05/26/2022: Due to the COVID pandemic we were unable to hire staff members to fill the teacher assistant<br>positions we needed for student pull out and additional help due to learning loss. Funds will be move to the FY2023 and FY2024 year to<br>hire additional staff. No change in salary amount, only shifting expected year in which expense will take place.<br>Teacher assistants will be hired to work with students while the teacher in the classroom is engaged in intensive classroom instruction<br>and will assist the teacher in working with students in the classroom. This will free up the teacher to work more exclusively with the<br>students of greatest need from the learning loss during COVID.<br>4 TAs (2.4 FTE) x 1,197 hrs/yr, x 2 yrs, x \$12.90/hr. = \$123,530   | \$<br>55,224  | \$   | \$<br>-       | \$   | 55,224 | \$-         | 99102 | Change Request: Previously<br>approved for \$140,860<br>between SFY 22 and 23 |
|--------------------|----------|----------------------|-------------|---|--|---|---------------|------|---------------|------|--------|-------------|-------|---|
| 445-1-006-20230808 | Eligible | Direct<br>Allocation | Instruction | Health and<br>Accident<br>Insurance     | 12. Addressing learning<br>loss among students,<br>including vulnerable<br>populations | UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available through 12/1/2023.<br>UPDATE REQUEST - 06/26/2022: To better account for expenses and reporting requirements, health insurance amounts for the<br>technology instructor will be split out to new account numbers. Reduce budget dwon \$144,610. Reduce medical insurance amounts of<br>\$26,514 for technology instruction 1.0 employee x 1.5 years x \$17,676/yr, = \$25,514<br>CHANGE REQUEST - 05/26/2022: -To better facilitate reporting of expenses, health care expense for the insructional technology person<br>will be decreased from the originally planned amount1 x \$17,676 = \$-17,676<br>CHANGE REQUEST - 05/26/2022: Adding the interventionalist position will increase the amount needed for health insurance. Also, by<br>adding on the 3rd year of an instructional coach will increase the amount needed for health insurance for that year. Including the<br>technology integration position for 1 year will increase health acre costs. Interventionalist Dependent Medical Plan: 1.0 FTE x<br>\$17,004/yr. x 2 yrs. = \$34,008. Instructional coach dependent plan: 1.0 FTE x \$17,004/yr. x 1 additional yr. = \$17,004; Technology<br>Integration dependent plan 1.0 FTE x \$17,004/yr. x 1 yr. = \$17,004.<br>With the hining of new staff to help with the learning loss of students during COVID, standard benefits provided by the district will be<br>offered that includes health insurance through the state of Kansas Employee Health Plan.<br>Dependent Plan: 3 employees x \$17,004/yr. x 2 yrs. = \$18,202  | \$<br>37,752  | \$   | \$<br>8,890   | ) \$ | 28,862 | \$-         | 99200 | Change Request: Previously<br>approved for \$600 between<br>SFY 22 and 23     |
| 445-1-007-20230808 | Eligible | Direct<br>Allocation | Instruction | Life Insurance                          | 12. Addressing learning<br>loss among students,<br>including vulnerable<br>populations | UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available through 12/1/2023.<br>UPDATED REQUEST - 06/27/2023: To better account for expenses and reporting requirements, Life insurance amounts for technology<br>instructor will be split out to new account numbers. Reduce budget dwon \$450 and reallocate. Reduce Life insurance amounts of \$90<br>for technology instruction: 1.0 emp. x 1.5 yrs. x \$60/yr. = \$90<br>CHANGE REQUEST - 05/26/2022: To better facilitate reporting of expenses, life expense for the insurance minutes of \$90<br>decreased from the originally blanned amount 1 x \$60 = \$-60<br>CHANGE REQUEST - 05/26/2022: With the addition of the interventionalis position, 2 years of life insurance will be needed. In addition,<br>the 3rd year for the instructional coach will require one more year of life insurance will. Technology integration position for 1 year<br>will increase life insurance cost. Interventionalist: 1.0 FTE x \$60/yr. x 1 yr. = \$60<br>With the hiring of new staff to help with the learning loss of students during COVID, standard benefits provided by the district will be<br>offered including a \$25,000 life insurance policy through Standard Insurance Co.<br>5 employees x \$60/yr. x 2 yrs. = \$600  | \$<br>300     | \$   | \$<br>55      | \$   | 245    | <b>\$</b> - | 99201 | Change Request: Previously<br>approved for \$85,633<br>between SFY 22 and 23  |
| 445-1-008-20230808 | Eligible | Direct<br>Allocation | Instruction |   | 12. Addressing learning<br>loss among students,<br>including vulnerable<br>populations | UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available through 12/1/2023. UPDATED REQUEST - 04/27/2023: Reduced FICA amount to cover additional cost in another FICA line item.<br>UPDATE REQUEST - 09/26/2022: To better account for expenses and reporting requirements, FICA amounts for the Interventional teacher and the technology instructor will be split out to new account numbers. Reduce budget down \$53,074 and reallocate. 'Reduce as additional \$128 from what was originally requested. Reduce FICA amounts of \$2,993 for intervention teacher, reduce \$8,606 for technology instructors of expenses, FICA expense for the instructional technology, intervention person will be decreased from the originally planned amount1 x \$75000 x 7.65% = \$-5,738, -1 x \$39,120 x 7.65% = \$-2,993 (CHANGE REQUEST - 05/26/2022: With the addition of the interventionalis position and the additional 3rd year of the instructional coach, additional FICA expenses calculated at 7.65% of to salary amount. FICA expenses associated with the salary amount. FICA expenses calculated at 7.65% of total salaries FICA expenses in substitute wages, the FICA expenses will increase. 7.65% of total salaries FICA expense for all instructional salaries calculated at 7.65% of total salaries FICA expenses fICA expenses fICA expenses fICA expenses in substitute wages, the FICA expenses will increase. 7.65% of total salaries FICA expenses | 38,543        | \$ · | \$<br>27,281  | \$   | 11,262 | <b>\$</b> - | 99220 | Change Request: Previously<br>approved for \$158,082<br>between SFY 22 and 23 |
| 445-1-009-20230808 | Eligible | Direct<br>Allocation | Instruction | Professional -<br>Education<br>Services | 12. Addressing learning<br>loss among students,<br>including vulnerable<br>populations | CHANGE REQUEST - 06/27/2023: Expenses came in slightly less than expected. Reduce budget and reallocate funds.<br>CHANGE REQUEST - 11/15/2022: Additional online software expenses for Panorama Educaiton software that is used to<br>monitor student academic and social-emotional well-being while in the classroom. This helps teacher better target<br>resources and instruction efforts for each individual student, and alos provides information for parent engagement<br>regarding their specific students. Reduce budget \$2,600 and reallocate funds. Increase Panorama license \$20,000<br>CHANGE REQUEST - 05/26/2022: We needed to order additional licenses for Dreambox ato fully cover the high school.<br>The original figures did not include the entire high school. Dreambox additional License of \$21,004<br>CHANGE REQUEST - 08/31/21: To specifically target student learning loss, two programs are being requested for<br>implementation in the schools. Dreambox Additional License of \$21,004<br>CHANGE REQUEST - 08/31/21: To specifically target student learning loss, two programs are being requested for<br>implementation in the schools. Dreambox actions of address student learning loss. Both of these<br>programs are new to the district. Dreambox: 3 year license x 30,105.82/year, Lexia: 3 year license x \$21,255/year.<br>Online instruction program (not yet determined) such as "Study Island" will be purchased to enhance instructional<br>opportunities for specific students at various levels of determined need.<br>\$2,000/yr. x 2 yrs. = \$4,000   | \$<br>198,848 | \$ · | \$<br>181,448 | 3 \$ | 17,400 | \$ -        | 99300 | Change Request: Previously<br>approved for \$140,000 SFY<br>22                |

| 445-1-010-20230808 | Eligible | Direct<br>Allocation | Instruction | Professional<br>Employee<br>Training and<br>Development<br>Services        | 12. Addressing learning<br>loss among students,<br>including vulnerable<br>populations | UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available through 12/1/2023. CHANGE REQUEST - 11/15/2022: As the needs for staff professional development continue to gro to meet learning loss of students, additional training for the administration and district leadership to help keep staff focused also grows. Funds will be transfered to the Administrative Professional Development line item to purchase leadership services and training from ESSDAC. Additionally, request reducing the budget down and reallocate \$12,897 to the Online Instruction account for student hotspots to connect to the Google classroom while at home. Reduce budget to V12,5603 and reallocate elsewhere. Reduce the budget by \$20,600 for administrative professional development and reduce budget by \$12,897 for student connectivity CHANGE REQUEST - 9/26/2022: Funds were originally set aside for additional instructional training needed to work with learning loss due to COVID. As time has elapsed, it has come to our attention that not only the teachers, but also the administrations need additional and group coaching leasons will be provided to the administrative team through ESSDACK. Budget will be reuced \$20,600. Reduction in the budget of \$20,600 for the training cost. CHANGE REQUEST - 05/26/2022: Amount requested has been reduced and shifted to FY23 and FY24 for the additional training needed. CHANGE REQUEST - 05/26/2022: Amount requested has been reduced and shifted to FY23 and FY24 for the additional training needed. CHANGE REQUEST - 06/31/21: Updates not charge to the first year, but part of 20,000/yr. x 2 yrs. = \$140,000 To affect change and address the learning loss, the district will implement Professional Learning Communities (PLC) throughout the district. This contracted Services with "The Learning Tree" for PLC professional development will be a two-year process and will involve all teachers and principals in the buildings. \$70,000/yr. x 2 yrs. = \$140,000 (sestimated) | \$ : | 39,900 | \$ -     | \$   |       | \$ 39,900 | \$ -     | 99301 | Change Request: Previously<br>approved for \$13,000 SFY<br>22                               |
|--------------------|----------|----------------------|-------------|--|--|---|------|--------|----------|------|-------|-----------|----------|-------|---|
| 445-1-011-20230808 | Eligible | Direct<br>Allocation | Instruction | Technology-<br>Related<br>Repairs and<br>Maintenance                       | to improve LEA<br>preparedness and   | UPDATED REQUEST - 06/27/2023: Services that were originally intended were not charged to ESSER funds as the RFQ was not in compliance with procedures as well as it was throught these funds would be availabe through 12/31/2023 Funds will be reduced and reallocated to other areas. Reduce budget \$54,950 and reallocated CHANGE REQUEST - 05/26/2022: The amount will be reallocated to contracted services for our network. Instead of new equipment to better meet the needs of the students, a better understanding and monitoring of the existing equipment will be utilized and provided/maintained by a contractor. This will be in addition to the current staff we have in the district. This is due to the increased connectivity and technology in our classrooms. Estimated at \$2,875 per year. CHANGE REQUEST - 08/31/21: Updates not charge to the first year, but part of 2nd year. Estimated at \$13,000 Due to the increased traffic and use of streaming and new ends put on. This will also require some additional consulting with network experts such as Concergent out of Wichita, KS. Installation of new fiber and consultant work, \$13,000.  | \$   | 8,050  | \$-      | \$   | 5,250 | \$ 2,800  | \$-      | 99400 | Change Request: Previously<br>approved for \$4,875 SFY 22                                   |
| 445-1-012-20230808 | Eligible | Direct<br>Allocation | Instruction | Staff Travel   | 12. Addressing learning<br>loss among students,<br>including vulnerable<br>populations | CHANGE REQUEST - 06/27/2023: Adjust budget to account for final expenditures of staff training/travel. CHANGE<br>REQUEST - 05/09/2023: The middle school teachers have determined the AVID program. AVID is a researched based<br>program that integrates professional learning opportunities and classroom activities, lesson plans that are relevant to<br>students. It is a cross-curricular program that helps to support educators in the classroom and provides data tracking<br>and planning for students. This program is being implemented to help make middle school relevant to students,<br>especially in middle school where the challenges of adolescents as well as the effects of social-emotional learning are<br>high.<br>Registration and hotel rooms for 4 middle school teachers. Adjust budget: 4 teachers x \$950/registration = \$3,800 + 4<br>teachers x 3 nights x \$256.05/night/room = \$3,073<br>CHANGE REQUEST - 05/26/2022: With the implementation of many new programs and online instructional resources, the<br>expenses originally allocated for trave to locations for training is not neeeded. These funds will be reallocated elsewhere<br>in the budget. Reduce the budget by \$4,875 and reallocate.<br>Travel expenses for staff to visit other professional learning community districts to better address the student learning<br>loss due to COVID and to better implement the PLC program within our schools.<br>Hotel: 25 staff x \$150/night = \$3,750, Per Diem: 25 staff x \$45 = \$1,125, Total: \$4,875   | \$   | 6,873  | \$ -     | \$   | -     | \$ 6,873  | \$ -     | 99500 | Change Request: Previously<br>approved for \$36,000<br>between SFY 21, SFY 22<br>and SFY 23 |
| 445-1-013-20230808 | Eligible | Direct<br>Allocation | Instruction | Communications   | technology (including hardware, software, and  | UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available<br>through 12/1/2023. Reduce budget \$4,384 and reallocate<br>CHANGE REQUEST - 08/31/21: Updated budget figures only. \$30 x 12 mo. X 50 students x 2 yrs<br>For students who do not have connectivity at home, cellular hotspots will be obtained and checked out. This will allow<br>for students to be able to connect from home and work on not only classroom assignments but also those enrichment<br>opportunities to help make us for any learning loss.<br>\$30/mth. x 12 mths x 50 students x 2 yrs; = \$36,000   | \$:  | 31,616 | \$ 4,14( | ) \$ | 9,686 | \$ 15,844 | \$ 1,946 | 99501 | Change Request: Previously<br>approved for \$3,000<br>between SFY 22 and 23                 |
| 445-1-014-20230808 | Eligible | Direct<br>Allocation | Instruction | General<br>Supplies and<br>Materials<br>(includes<br>computer<br>software) | 12. Addressing learning<br>loss among students,<br>including vulnerable<br>populations | UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available<br>through 12/1/2023. Reduce budget by \$2,150.75 and reallocate<br>CHANGE REQUEST - 05/26/2022: The 95% Group LLC provides supplies and materials centered around phonic lessons to<br>be used in the classrooms. Thes materials are directed towards those students with the greatest learning loss due to the<br>COVID pandemic and students being. Materials inicude site license, phonological awareness screeners and awareness,<br>basic, advanced and multisylliable phonics kits. This iwll be for K-6 grade levels. 95% Group material is \$78,180. Budget<br>increased from \$3,000 to \$81,180.<br>Classroom supplies for working with students in the classroom targets specifically towards enrichment activities dealing<br>with the learning loss during the pandemic.<br>Based on the number of students and teachers, Elementary School: \$1,500, Middle School: \$500, High School \$1,000   |      | 79,029 | \$ -     | \$   | 432   | \$ 78,597 | \$ -     | 99602 | Change Request: Previously<br>approved for \$14,250<br>between SFY 22 and SFY 23            |

| 445-1-015-20230808 | Eligible | Direct<br>Allocation | Instruction  | Computers<br>and Related<br>Equipment<br>(includes<br>software if<br>bought as a<br>package) | 9. Purchasing educational<br>technology (including<br>hardware, software, and<br>connectivity) for the LEA's<br>students                                | CHANGE REQUEST - 06/27/2023: Purchase of 450 student chrome books will be made. These computers will be placed<br>at the elementary building in grades 4, 5 and 6 for student use. Purchase of 153 interactive display panels to be placed<br>in meeting rooms and educational conference settings. Panels will be on mobile carts to easily move around in the<br>classroom as teachers work with small groups of students or with the entire classroom. The interactive aspect will<br>further bring alive educational opportunities to all students in the building. 75° and 60° modles will be purchased to secure the panels. The<br>remaining 4 panels will be attached to the wall. 11/16/2022: Current wireless access points do not have the capability of<br>the needed connections for all of the devices that are being used in the classrooms and campus areas. Students are<br>more spread out than before for social distancing. These funds will increase the number of access points and replace<br>old units that do not cover the buildings/camps very well. Increasse budget: Student computer purchase will be made<br>450 units x \$408.82 ea. = \$183,969. Mobile stand average cost is \$289 x 149 = \$43,061. Interactive panels, average cost<br>is \$3,109.84 x 153 = \$475,805. Wireless access points: 65 units x \$230.64 ea. = \$14,992.<br>CHANGE REQUEST - 05/26/2022: To save on funds, existing computers will be repurposed with Google licenses (instead<br>of Windows) that will work far more efficiently for students accessing their google drives and documents. Funds will be<br>reduced for the purchase of software. Reduction of funds \$38,400<br>With the increased use in technology and to further prevent the spread of COVID, LCD TVs will be placed in all<br>classrooms so that students will be able to stream their laptops to the monitors so the entire class will be able to see.<br>This will allow for students while softa-distancing within the classroom. Student two are remote will be<br>able to be involved in the classroom and seen by the whole class as the teacher will be able to stream ther i | 851,602      | \$<br>- \$ | 115,89 | 14 \$ | 533,858 | \$201,850 | 99170 | Change Request: Previousl<br>approved for \$18,000<br>beween SFY 22 and SFY 23       |
|--------------------|----------|----------------------|--|--|---|---|--------------|------------|--------|-------|---------|-----------|-------|--|
| 445-1-016-20230808 | Eligible | Direct<br>Allocation | Instruction  | Furniture and<br>Fixtures  | 15. Developing strategies<br>and implementing public<br>health protocols for the<br>reopening and operation<br>of school facilities                     | used in the elementary building at the 2nd grade level so students do not have to share computers with other students,<br>thus helping to prevent the spread of COVID.<br>TVS: 125 classroom areas x 5799 ea. = 599,875<br>CHANGE REQUEST - 06/27/2023: The price of the furniture came in at about half what was originally estimated.<br>Remaining funds will be reallocated. Reduce budget by \$37,653 and reallocate<br>To help with the cleaning of furniture and to reduce the spread of COVID on high touch areas in the classrooms, two<br>grade levels will have the cloth chairs replaced with hard plastic chairs to make it easier to spray and clean each night.<br>The district only has two grade levels where cloth chairs are used. This will aid in implementing health protocols in<br>operating the school.<br>150 chairs/grade level x 2 grade levels x \$212.13/chair = \$63,637  | \$<br>25,984 | \$<br>- \$ | 5,44   | 9\$   | 20,535  | \$ -      | 99172 | Change Request: Previous<br>approved for \$920 SFY 22                                |
| 445-1-017-20230808 | Eligible | Direct<br>Allocation | Support<br>Services<br>(Students)  | Regular<br>Certified<br>Salaries   | 10, Providing mental health<br>services and supports  | CHANGE REQUEST - 05/26/2022: Some additional days were utilized by the counselors to help students during the year<br>and early months, but this is no longer needed at this time. Funds will be reallocated. Reduce budget by \$8,342<br>Additional days will be added to the school counselors' contract to allow them to coordinate efforts and mental health<br>services for students who are experiencing high levels of anxiety and stress due to the COVID-19 pandemic and the<br>return to school. These efforts will continue for 2 years during the summer months.<br>5 counselors x 5 days x \$285/day average salary x 2 yrs. = \$14,250  | \$<br>5,908  | \$<br>- \$ | 5,90   | 8 \$  |         | \$-       | 99103 | Change Request: Previous<br>approved for \$29,000<br>beween SFY 21, 22 and SFY<br>23 |
| 445-1-018-20230808 | Eligible | Direct<br>Allocation | Support<br>Services<br>(Students)  |  | services and supports   | CHANGE REQUEST - 05/26/2022: With the reduction in the salaries of the support services budget, the FICA line item<br>needs to be adjsuted down as well. Reduce budget \$1,331<br>CHANGE REQUEST - 08/31/21: With the addition of the Retention Incentive being given, the FICA expenses will increase.<br>7.65% of total salaries<br>FICA expense for all support staff salaries calculated at 7.65%   | \$<br>911    | \$<br>- \$ | 91     | 1 \$  | -       | \$-       | 99221 | Approved at the Septemb<br>2021 State Board Meeting                                  |
| 445-1-019-20230808 | Eligible | Direct<br>Allocation | Support<br>Services<br>(Students)  | General<br>Supplies and<br>Materials<br>(includes<br>computer<br>software)                   | <ol> <li>Developing strategies<br/>and implementing public<br/>health protocols for the<br/>reopening and operation<br/>of school facilities</li> </ol> | CHANGE REQUEST - 04/27/2023: PPE expenses were slightly more than predicted. Need to increase the budget.<br>Increase the budget \$301. Funds will be taken from other budget areas for adjustment<br>CHANGE REQUEST - 05/26/2022: More of the expected funds were spent in the FY22 year than expected. Budget will be<br>adjusted. Reallocate funds to the FY22 year from the FY23 expected expenses.<br>CHANGE REQUEST - 08/31/21: PPE not purchased in first year. \$9,000/yr. x 2 yrs.<br>Purchasing PPE materials for 2,200 students, staff and school visitors including masks, gloves, etc. to reduce the spread<br>of COVID.<br>\$9,000/yr. x 2 yrs. = \$18,000  | \$<br>18,301 | \$<br>- \$ | 15,9   | 2\$   | 2,329   | \$ -      | 99620 | Approved at the Septembe<br>2021 State Board Meeting                                 |
| 145-1-020-20230808 | Eligible | Allocation           | a state of the sta | Part-Time<br>Certified<br>Salaries<br>i  | other school leaders with<br>resources to address<br>individual school needs  | CHANGE REQUEST - 05/26/2022: Additional time for planning was needed and additional staff were brought in. The amount projected, was less due to additional days being added. Increase budget by \$4,442 to cover additional day of salaries.<br>Principals and Assistant Principals will all be present at the Professional Learning Communities training for four days in the summer. The training will provide the necessary skills and information to the principals to help teachers address individual student needs within their schools. Principals are afready under contract, but the Assistant Principals will have 4 days that is not part of their contract and will be paid their daily rate similar to the teachers.<br>5 Assistant Principals x \$352 average daily rate x 4 days x 1 yr. = \$7,040   | \$<br>11,482 | \$<br>- \$ | 11,48  | s2 \$ |         | \$-       | 99104 | New Line Item  |
| 145-1-021-20230808 | Eligible |                      | Support<br>Services -<br>School<br>Administrat<br>on   | Contributions  | other school leaders with<br>resources to address   | CHANGE REQUEST - 05/26/2022: Increased FICA expenses due to increase salary amount. FICA figured at 7.65% of salary<br>amount.<br>CHANGE REQUEST - 08/31/21: With the addition of the Retention Incentive being given, the FICA expenses will increase.<br>7.65% of total salaries<br>FICA expense for all administrative salaries calculated at 7.65%  | \$<br>1,758  | \$<br>- \$ | 1,75   | .8 \$ |         | \$-       | 99222 | New Line Item  |

| 445-1-022-20230808 | Eligible |                      | Safety  | Cleaning                              |  | CHANGE REQUEST - 08/31/21: Updated budget figures only. Averaged at \$14,500/year x 2 yrs  | \$ 29,00 | 00 \$        | 2,407 \$ | 12,797 \$       | 12,000 \$        | 1,796 99631 | New Line Item  |
|--------------------|----------|----------------------|---|---------------------------------------|--|--|----------|--------------|----------|-----------------|------------------|-------------|--|
|                    |          | Allocation           |   | Supplies and<br>Chemicals             | health protocols for the<br>reopening and operation<br>of school facilities                                      | Cleaning supplies used throughout the district in the increased efforts to clean and sanitize the district facilities to make<br>them ready for student, staff and community. Cleaning supplies include items that have been implemented due to the<br>COVID-19 pandemic. Items such as paper towels for each classroom, wipes, etc. to implement local health protocols in<br>cleaning the facilities.<br>Est. \$14,500/yr. x 2 yrs. = \$29,000   |          |              |          |                 |                  |             |  |
| 445-1-023-20230808 | Eligible | Direct<br>Allocation | Safety  | Cleaning<br>Supplies and<br>Chemicals | sanitize and clean LEA and school facilities   | CHANGE REQUEST - 06/30/2023: Budget will be reduced down as it was originally though funds would be available through 12/31/2023. Reduce budget by \$8,540 and reallocate.<br>CHANGE REQUEST - 08/31/21: Updated budget figures only. averaged at \$15,000/year x 2 years<br>Chemicals and usable supplies used to clean the district that are due to the COVID-19 pandemic. These cleaning chemicals and supplies have been implemented in response to the pandemic and include items such as Gen-a-Fect spray cleaner/sanitizer, spray bottles for the classrooms, face shields, N95 masks, hand sanitizing chemicals, vital oxide to spray the classrooms and traffic areas to sanitize and prevent the spread of COVID.<br>Est. \$15,000/yr. x 2 yrs. = \$30,000 | \$ 21,46 | 50 \$        | - \$     | 4,657 <b>\$</b> | 16,803 <b>\$</b> | - 99632     | New Line Item  |
| 445-1-024-20230808 | Eligible | Direct<br>Allocation | Safety  | Equipment                             | sanitize and clean LEA and school facilities   | CHANGE REQUEST - 04/27/2023: Purchaes were made and they came in just a few dollars cheaper than anticipated.<br>Remaining funds will be reallocated elsewhere in the budget Reduce budget by 494 and allocated elsewhere.<br>Equipment used to sanitize and clean the facilities to help prevent the spread of COVID. Sprayers/ionizers are used to<br>spray vital oxide and other chemicals in the classrooms, offices, and gymnasiums after each day. Backpack sprayers are<br>used for bleachers and playground equipment to be sanitized after use.<br>Victory lonizers: 10 Victory lonizers x \$900 ea. = \$9,000<br>Backpack sprayers: 3 sprayers x \$500 ea. = \$1,500Backpack sprayers: 3 sprayers x \$500 ea. = \$1,500                                    | \$ 10,00 | 5 \$         | - \$     | 10,006 \$       | - \$             | - 99670     | New Line Item  |
| 445-1-025-20230808 | Eligible | Direct<br>Allocation | Instruction   | Regular<br>Certified<br>Salaries      | operations and services  | CHANGE REQUEST - 05/26/2022: There were originally 2 people not included in the retention incentive. Increase budget<br>by \$1,000 to cover expenses.<br>NEW ITEM - 08/31/21: As instructional staff is difficult to retain due to fear of COVID outbreaks, and to effectively<br>address the learning loss of students.   | \$ 57,50 | 50 \$        | - \$     | 57,500 \$       | - \$             | - 99111     | New Line Item  |
| 445-1-026-20230808 | Eligible | Direct<br>Allocation | Instruction   | Regular Non-<br>Certified<br>Salaries | 16. Other activities<br>necessary to maintain LEA<br>operations and services<br>and employ existing LEA<br>staff | NEW ITEM - 08/31/21: As instructional staff is difficult to retain due to fear of COVID outbreaks, and to effectively<br>address the learning loss of students.  | \$ 23,00 | )0 <b>\$</b> | - \$     | 23,000 \$       | - \$             | - 99112     | New Line Item  |
| 445-1-027-20230808 | Eligible | Direct<br>Allocation | Support<br>Services<br>(Students)                     | Regular<br>Certified<br>Salaries      | 16. Other activities<br>necessary to maintain LEA<br>operations and services<br>and employ existing LEA<br>staff | CHANGE REQUEST - 05/26/2022: Two people were originally thought to be in this category but were given the incentive<br>under the instructional category. Decrease budget by \$1,000.<br>NEW ITEM - 08/31/21: As support staff is difficult to retain due to fear of COVID outbreaks, and to effectively address the<br>learning loss of students.  | \$ 6,00  | 00 \$        | - \$     | 6,000 \$        | - \$             | - 99113     | Change Request: Updated<br>FICA amount to match new<br>Incentive Pay |
| 445-1-028-20230808 | Eligible |                      | Library/Me<br>dia Services                            | Regular Non-<br>Certified<br>Salaries |  | NEW ITEM - 08/31/21: As instructional support staff is difficult to retain due to fear of COVID outbreaks, and to<br>effectively address the learning loss of students.  | \$ 5,00  | 00 \$        | - \$     | 5,000 \$        | - \$             | - 99114     | New Line Item  |
| 445-1-029-20230808 | Eligible |                      |   |                                       | 16. Other activities<br>necessary to maintain LEA<br>operations and services<br>and employ existing LEA<br>staff | NEW ITEM - 08/31/21: FICA expense for all instructional support staff salaries   | \$ 38    | \$           | - \$     | 383 \$          | - \$             | - 99227     | New Line Item  |
| 445-1-030-20230808 | Eligible | Allocation           | Support<br>Services -<br>General<br>Administrat<br>on | Regular<br>Certified<br>Salaries<br>i | 16. Other activities<br>necessary to maintain LEA<br>operations and services<br>and employ existing LEA<br>staff | NEW ITEM - 08/31/21: Certified central office staff is difficult to retain due to fear of COVID outbreaks, and to effectively<br>run the district.   | \$ 1,50  | 00 \$        | - \$     | 1,500 \$        | - \$             | - 99115     | New Line Item  |

| 445-1-031-20230808 | Eligible | Allocation | Support<br>Services -<br>General<br>Administrati<br>on | Regular Non-<br>Certified<br>Salaries | 16. Other activities<br>necessary to maintain LEA<br>operations and services<br>and employ existing LEA<br>staff | NEW ITEM - 08/31/21: Classified central staff is difficult to retain due to fear of COVID outbreaks, and to effectively run<br>the distruct during these times.   | \$ 2,00  | )\$-   | \$    | 2,000 \$        | -     | \$-    | 99116 | New Line Item |
|--------------------|----------|------------|--|---------------------------------------|--|---|----------|--------|-------|-----------------|-------|--------|-------|---------------|
| 445-1-032-20230808 | Eligible | Allocation | Support<br>Services -<br>General<br>Administrati<br>on |                                       | 16. Other activities<br>necessary to maintain LEA<br>operations and services<br>and employ existing LEA<br>staff | NEW ITEM - 08/31/21: FICA expense for all central office staff salaries   | \$ 26    | 3 \$ - | \$    | 268 \$          |       | \$-    | 99224 | New Line Item |
| 445-1-033-20230808 | Eligible | Allocation | Services -   | Regular<br>Certified<br>Salaries      | 16. Other activities<br>necessary to maintain LEA<br>operations and services<br>and employ existing LEA<br>staff | NEW ITEM - 08/31/21: Administrative staff is difficult to retain due to fear of COVID outbreaks, and to effectively address<br>the learning loss of students.   | \$ 5,00  | ) \$ - | \$    | i,000 \$        | -     | \$-    | 99117 | New Line Item |
| 445-1-034-20230808 | Eligible | Allocation | Support<br>Services -<br>School<br>Administrati<br>on  | Certified<br>Salaries                 | 16. Other activities<br>necessary to maintain LEA<br>operations and services<br>and employ existing LEA<br>staff | NEW ITEM - 08/31/21: Classified central staff is difficult to retain due to fear of COVID outbreaks, and to effectively<br>address the learning loss of students.   | \$ 6,50  | )\$-   | \$ (  | i,500 <b>\$</b> |       | \$-    | 99120 | New Line Item |
| 445-1-035-20230808 | Eligible | Allocation |  | Certified                             | 16. Other activities<br>necessary to maintain LEA<br>operations and services<br>and employ existing LEA<br>staff | NEW ITEM - 08/31/21: Custodial/Maintenance staff is difficult to retain due to fear of COVID outbreaks, and to make sure<br>buildings are cleaned and ready for students.   | \$ 11,00 | )\$-   | \$ 11 | ,000 \$         | -     | \$-    | 99250 | New Line Item |
| 445-1-036-20230808 | Eligible | Allocation |  |                                       | 16. Other activities<br>necessary to maintain LEA<br>operations and services<br>and employ existing LEA<br>staff | NEW ITEM - 08/31/21: FICA expense for all custodial/maintenance staff salaries  | \$ 84    | 2 \$ - | \$    | 842 \$          |       | \$-    | 99225 | New Line Item |
| 445-1-037-20230808 | Eligible | Allocation | Food<br>Services<br>Operations                         | Certified                             |  | NEW ITEM - 08/31/21: Food Service staff is difficult to retain due to fear of COVID outbreaks, and other incentives to not<br>return to regular work around the students, an incentive will be given to all returning staff members to return and stay<br>at work to educate students in the classrooms.  | \$ 12,50 | ) \$ - | \$ 1; | 2,500 \$        | -     | \$-    | 99311 | New Line Item |
| 445-1-038-20230808 | Eligible | Allocation | Food<br>Services<br>Operations                         |                                       | operations and services  | CHANGE REQUEST - 06/27/2023: Adjust budget to match FICA expenses.<br>CHANGE REQUEST - 04/27/2023: Adjust the FICA budget to finish out the budget amount.<br>CHANGE REQUEST - 11/16/2022: Increase the FICA bergenses due to extra hours being worked due to staff<br>shortages Reduce budget by \$5.00 and reallocate. Reduce the budget down by \$609 as not all of the funds were<br>needed in this area. Increase boveral budget \$1,324<br>CHANGE REQUEST - 05/26/2022: With the increase of salary expenses, FICA expenses will also increase due to staff<br>overtime and eating in the classrooms. FICA Calculated at 7.65% of salary expenses.<br>NEW ITEM - 08/31/21: FICA expense for all food service staff salaries | \$ 6,06  | ) \$ - | \$ !  | i,064 <b>\$</b> | 996   | \$-    | 99226 | New Line Item |
| 445-1-039-20230808 | Eligible | Allocation | Food<br>Services<br>Operations                         | Miscellaneous<br>Supplies             | and implementing public  | CHANGE REQUEST - 11/16/2022: To help with the prevention and spread of COVID-19, additional funds will be allocated<br>for cleaning supplies to be used in the cafeterias for high touch traffic areas and tables. Increase budget by \$2,600<br>NEW ITEM - 08/31/21: Supplies necessary to delivery food to the classrooms for social distancing.  | \$ 3,48  | \$ -   | \$    | - \$            | 2,600 | \$ 884 | 99710 | New Line Item |

| 445-1-040-20230808 | Eligible | Allocation           |                                | Technical   | 12. Addressing learning<br>loss among students,<br>including vulnerable<br>populations | CHANGE REQUEST - 04/27/2023: Continues support for Professional Learning Communities on the adminsitrative level<br>on how to implement, monitor and grow PLCs in the different buildings in the district. Additional funds will be allocated<br>from other nursed areas in the budget.<br>CHANGE REQUEST - 11/15/2022: As the needs for staff professional development continue to gro to meet learning loss<br>of students, additional training for the administrative Professional Development line item to purchase leadership services and<br>training from ESSDAC. Increase budget slightly for final PD expenses from ESSDAC. Increase the budget by the expected<br>\$7,500 for admin PD from Solution Tree. Increase the budget by expected ESSDAC expense of \$20,600.<br>CHANGE REQUEST - 92/2022: Funds to facilitate additional training for administrative staff is needed to help handle<br>student needs and learning loss challenges. Training session will consist of group and indivual sessions for each<br>administrators provided by ESSDAK. Increase budget by \$20,600<br>NEW ITEM- 08/31/21: Additional resources for the Professional Learning Communities that have been implemented<br>throughout the school district this year are needed for the school administration to better serve the teachers and the<br>PLC groups. Funds will be reduced elsewhere to purchase these additional resources targeted to the administrators.  | 30,721  | \$-  | · \$ | 540 <b>\$</b> | 30,181 \$        | - 99230    | New Line Item |
|--------------------|----------|----------------------|--------------------------------|---|--|--|---------|------|------|---------------|------------------|------------|---------------|
| 445-1-041-20230808 | Eligible | Direct<br>Allocation | Instruction                    | Temporary<br>Certified<br>Substitute<br>Salaries for<br>Certified Staff | and employ existing LEA  | UPDATED REQUEST - 06/27/2023: Adjust remainder of funds down (\$186,185.51) as they were unspent as originally<br>intended. Move to Technology Equipment purchase line item 99170. CHANGE REQUEST - 05/01/2023: Originally,<br>expectations and budget were based on being able to use ESSR II funds through 1/21/2023. To adjust for funds all<br>having to be spent by 09/30/2023, the amount that was allocated for FY2024 will be reduced out of the budget and used<br>elsewhere. Reduce budget as originally thought funds were availabe through 1/2/31/23. Reduce allocation amount by<br>\$8,017<br>NEW ITEM - 08/31/21: Due to the pandemic and the spread of the COVID Delta varriant, there are very few substitute<br>teachers who are willing to come into the school system. As we are trying to get everything back to normal as best we<br>can for students, without having a substitute teacher in the classroom we are having to pull existing staff from other<br>responsibilities such as workign with small group on reading and math to cover classrooms. Funds will be used to<br>incentivize the substitute pay. Current daily rate is \$100. Funds are being requested to increase that amount by \$50.<br>We are also competing with neighboring school districts for substitutes who have also increased substitute tare of pay.<br>Only the increase will be charged to ESSER, not the base rate.  | 186,186 | \$-  | . \$ | 89,136 \$     | 97,050 <b>\$</b> | - 99125    | New Line Item |
| 445-1-042-20230808 | Eligible | Allocation           | Food<br>Services<br>Operations |   | operations and services  | CHANGE REQUEST - 06/27/2023: Reduce final amount down to match current expenses. CHANGE REQUEST - 04/27/2023: Not all of the funds were needed as originally predicted, so reduction of the projected amoutins and reallocated elsewhere in the budget. CHANGE REQUEST - 11/16/2022: As the change in staff and sickness has continued, current staff have needed to work additional hours and overtime hours in preparation, serving and cleaning for the students. The additional cleaning that is being done will help prevent the spread of germs including COVID-19. Part time-staff that were hired to deliver meals are now being used to help clean and serve the meals in a more spread-out way instead of in the classrooms. Change request is for an additional \$17,874 to be allocated to extra hours and part-time staff working. 06/27/2023: Reduce budget \$17,874 to be allocated to extra hours and part-time staff working. 06/27/2023: Reduce budget \$17,874 to be allocated to extra hours and part-time staff working. 06/27/2023: Reduce budget \$17,874 to be allocated to extra hours and part-time staff working. 06/27/2023: Reduce 11/16/2022: Increase budget amount by \$23625<br>NEW REQUEST - 05/26/2022: As efforts to retain staff become increasingly difficult, I have more of my current staff working extra hours and overtime hours to make sure food is ready for the children. Theses additional hours are because I am unable to attract quality people to the position. In an effort to social distance students during lunch peirod, two grade levels ate lunches in their classrooms instead of the lunch room. This required additional staff to prep the trays, deliver the trays, and pick them up after lunch peirod. 8 hrs/day x 11 days x \$18.00 arg overtime rate = \$24,62.4. Additional staff due to eating in the classroom 4 x 4 hrs/day x \$12.00 x 171 days = \$32,832 | 72,665  | \$ · | · \$ | 53,959 \$     | 18,706 \$        | - 99312    | New Line Item |
| 445-1-043-20230808 | Eligible | Direct<br>Allocation | Instruction                    | Software  | technology (including hardware, software, and  | CHANGE REQUEST - 06/27/2023: Cost came in slightly less than originally anticipated. Funds will be reduced Reduce budget by \$2,729.00 and reallocate.<br>NEW REQUEST - 05/26/2022: To assist students with their classes, especially if we have to go to remote learning, or students are quarantined at home due to COVID related illness, the google platform license will be far more efficient than the Windows licenses for the one-to-one computers. These licenses will be installed as the new OS for the computers in the district, facilitating ease of use for the students. 1,200 licenses x \$32.00 ea. = \$38,400. Remaining funds (\$2,729) from planned HVAC will be moved to this SACCT to facilitate various additional licenses as new computers are needed for students.  | 38,400  | \$-  | . \$ | 38,400 \$     | - \$             | - 99603    | New Line Item |
| 445-1-044-20230808 | Eligible | Direct<br>Allocation | Instruction                    |   | 12. Addressing learning<br>loss among students,<br>including vulnerable<br>populations | UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available through 12/1/2023. NEW ACCOUNT NO - 09/26/2022: Requesting a news account number to better split out the expenses, although still instructional, this will help with additional reporting for expenses related to technology. Funds will be subtracted from the instructional line items already in place. Reduce budget down \$1,391 and reallocate. FICA: \$75,000 / year salary x 7.65% x 1.5 years = \$8,606   | 7,215   | \$-  | \$   | - \$          | 5,738 \$ 1       | ,477 99236 | New Line Item |
| 445-1-045-20230808 | Eligible | Direct<br>Allocation | Instruction                    | Group<br>Insurance  | 12. Addressing learning<br>loss among students,<br>including vulnerable<br>populations | UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available through 12/1/2023. NEW ACCOUNT NO - 09/26/2022: Requesting a news account number to better split out the expenses, although still instructional, this will help with additional reporting for expenses related to technology. Funds will be subtracted from the instructional line items already in place. Reduce budget \$15 and reallocate. 1 employee x 1.5 yrs. x \$60/yr. = \$90  | ; 75    | \$ - | \$   | - \$          | 60 \$            | 15 99204   | New Line Item |

| 445-1-046-20230808 | Eligible | Direct<br>Allocation | Instruction   | Regular<br>Certified<br>Salaries | 12. Addressing learning<br>loss among students,<br>including vulnerable<br>populations                           | UPDATED REQUEST - 06/27/2023: Adjust remainder of funds down (\$18,187.50) as they were unspent as originally<br>intended. Move to Technology Equipment purchase line item 99170. NEW ACCOUNT NO - 09/26/2022: Requesting a<br>news account number to better split out the expenses, although still instructional, this will help with additional reporting<br>for expenses related to technology. Funds will be subtracted from the instructional line items already in place.<br>Additionally, the technology person will be hired for the starting months of the 2023-2024 school year. Reduce funds<br>(\$18,187.50) to compensate for the ending of ESSER II. 1 employee x 1.5 years x \$75,000 = \$112.500 | \$ 94,313  | \$- | \$     | - \$   | 75,000 | \$ 19,313   | 99122 New Line I                                   | tem |
|--------------------|----------|----------------------|---|----------------------------------|--|--|------------|-----|--------|--------|--------|-------------|--|-----|
| 445-1-047-20230808 | Eligible | Direct<br>Allocation | Instruction   | Insurance                        | 12. Addressing learning<br>loss among students,<br>including vulnerable<br>populations                           | UPDATED REQUEST - 06/27/2023: Reduce budget down and reallocated as originally thought funds were available through 12/1/2023. NEW ACCOUNT NO - 09/26/2022: Requesting a news account number to better split out the expenses, although still instructional, this will help with additional reporting for expenses related to technology. Funds will be subtracted from the instructional line items already in place. Reduce budget \$3,937 and reallocate funds. 1.5 years x \$17,676/yr. = \$26,514   | \$ 22,577  | \$- | \$     | - \$   | 17,796 | \$ 4,781    | 99203 New Line H                                   | tem |
| 445-1-048-20230808 | Eligible | Direct<br>Allocation | Instruction   | Contributions                    |  | NEW ACCOUNT NO - 09/26/2022: Requesting a news account number to better split out the expenses, although still<br>instructional, this will help with additional reporting for expenses related to specific learning loss help for students.<br>Funds will be subtracted from the instructional line items already in place. Increase original budget by \$128 to cover<br>additioanl expenses, 1 x \$39,120 x 7.65% = \$2,993  | \$3,121    | \$- | \$     | - \$   | 3,121  | <b>\$</b> - | 99229 New Line I                                   | tem |
| 445-1-049-20230808 | Eligible | Direct<br>Allocation | Instruction   | Certified<br>Salaries            |  | NEW ACCOUNT NO - 09/26/2022: Requesting a news account number to better split out the expenses, although still<br>instructional, this will help with additional reporting for expenses related to specific learning loss help for students.<br>Funds will be subtracted from the instructional line items already in place. Increase original budget by \$1,680 to cover<br>additional cost: 1 x \$39,120 = \$39,120   | \$ 40,800  | \$- | \$     | - \$   | 40,800 | \$-         | 99109 New Line I                                   | tem |
| 445-1-050-20230808 | Eligible | Allocation           | Support<br>Services -<br>School<br>Administrati<br>on | al, Interagency<br>Purchased     | other school leaders with<br>resources to address  | NEW ACCOUNT NO 05/09/2022: Request to add a new account number for building administration professional<br>development opportunity. With the implementation of AVID for the following school year, the building and curriculum<br>leadership will attend the AVID Summer Institute to better work together as a team for the implementation and<br>understanding of the resources as well as lesson plans available. The AVID program will be utilized at the middle school.<br>Registration and hotel rroms for 2 administrators 2 administrators x \$950 registration = \$1,900, 2 administrors x 3<br>nights x \$256.05/night/room = \$1,536  | \$3,436    | \$- | \$     | - \$   | 3,436  | \$ -        | 99252 New Line I                                   | tem |
| 501-1-051-20230613 | Eligible | Allocation           | Other<br>Support<br>Services -<br>Central<br>Services | Expenditures                     | 16. Other activities<br>necessary to maintain LEA<br>operations and services<br>and employ existing LEA<br>staff | New Item: Indirect Costs   | \$ 867,962 | \$- | \$ 867 | 962 \$ | -      | \$-         | 2321.10 New Line H<br>00.2590.<br>0891.32<br>09220 | tem |
| 501-1-052-20230613 | Eligible | Direct<br>Allocation | Instruction   |                                  | 16. Other activities<br>necessary to maintain LEA<br>operations and services<br>and employ existing LEA<br>staff | New Item: Replace musical instruments not returned or damaged as a result of remote learning due to COVID-19.  | \$ 7,636   | \$- | \$7,   | 636 \$ | -      |             | 2321.44 New Line I<br>92.1000.<br>0738.32<br>09220 | tem |
| 501-1-053-20230613 | Eligible | Direct<br>Allocation | Instruction   |                                  |  | New Item: Online subscription for TCI social studies curriculum for middle school students to ensure access to the<br>curriculum during quarantine due to COVID-19.  | \$ 67,390  | \$- | \$ 67  | 390 \$ |        |             | 2321.21 New Line I<br>50.1103.<br>0653.32<br>09220 | tem |
| 501-1-054-20230613 | Eligible | Direct<br>Allocation | Instruction   |                                  | 12. Addressing learning<br>loss among students,<br>including vulnerable<br>populations                           | New Item: MAP Testing software. The district's previous screening software company ended the contract with the<br>district. Purchasing this software allows the district to continue to screen for assess progress toward addressing learning<br>loss due to COVID-19.   | \$ 164,474 | \$- | \$ 164 | 474 \$ | -      |             | 2321.10 New Line I<br>00.1000.<br>0653.32<br>09220 | tem |

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

# ESSER III Change Overview and Table of Contents

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

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.

#### **KSDE Application Comments**

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

#### **Current Directory Information**

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

### **Authorized Representative of the District Information**

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

### Plan for Safe Return

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

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

### **Use of Funds for CDC Guidance**

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

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

#### Stakeholder Engagement

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

#### Students

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

## Families

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

# School and District Administrators including Special Education Administration

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

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

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

# Tribes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Allocations

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

# Line Items

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

# Line Item Details

Line Item ID: 103-3-0007

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |  |  |
|--|---|--|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |  |  |
| Account Name   | Account Number  |  |  |  |  |
| Operation/Maintenance  | 61-2600-700-00  |  |  |  |  |
| Function Code  | Object Code   | Allowable Use  |  |  |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 700 - PROPERTY  | 13 - School facility repairs and<br>improvements to enable operation of<br>schools to reduce risk of virus<br>transmission and exposure to<br>environmental health hazards, and to |  |  |  |
|  |   | support student health needs.  |  |  |  |
| Please describe the expenditures with  | in the account and how they w   | vill address a COVID-19 need   |  |  |  |
| purchase of new HVAC units to update a   | nd address indoor air quality an                                      | d proper indoor ventilation  |  |  |  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |  |  |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |  |  |  |
| Budgeted Expenditures in SFY 2023  | \$20,000  |  |  |  |  |
| Budgeted Expenditures in SFY 2024  | \$0   | <u>Status</u>  |  |  |  |
| Total Expenditures   | \$20,000  | Task Force Review  |  |  |  |
| Line Item Comment from KSDE  |   |  |  |  |  |
| Allowable if meets CDC guidelines.   |   |  |  |  |  |
| Line Item ID: 103-3-0008   |   |  |  |  |  |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |   |  |
|--|---|---|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |  |
| Account Name   | Account Number  |   |  |
| Feacher salaries   | 61-1000-110-00  |   |  |
| Function Code  | Object Code   | Allowable Use   |  |
| 000 - Instruction  | 110 - Regular Certified Salaries  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |  |
| Please describe the expenditures with  | in the account and how they will addres   | ss a COVID-19 need  |  |
|  | oximately 50 staff at \$200 to address addit cial/emotional needs that hinder education   | <b>o</b> .  |  |
| Budgeted Expenditures in SFY 2021  | \$0   |   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |   |  |
| Budgeted Expenditures in SFY 2023  | \$10,000  |   |  |
| Budgeted Expenditures in SFY 2024  | \$0   | <u>Status</u>   |  |
|  |   |   |  |
| Total Expenditures   | \$10,000  | Approved  |  |
|  | \$10,000  | Approved  |  |
| Line Item Comment from KSDE  | \$10,000  | Approved  |  |
| Line Item Comment from KSDE New Line Item  | \$10,000  | Approved  |  |
| Line Item Comment from KSDE<br>New Line Item<br>ne Item ID: 103-3-0009   | \$10,000<br>Is this Item for the 20% Minimuim L   |   |  |
| Line Item Comment from KSDE New Line Item ne Item ID: 103-3-0009 Allocation Type   |   | earning Loss Set Aside Expenditure  |  |
| Line Item Comment from KSDE New Line Item ne Item ID: 103-3-0009 Allocation Type Direct Allocation   | Is this Item for the 20% Minimuim L   | earning Loss Set Aside Expenditure  |  |
| Line Item Comment from KSDE New Line Item ne Item ID: 103-3-0009 Allocation Type Direct Allocation Account Name  | <u>Is this Item for the 20% Minimuim L</u><br>YES - this item is marked for Learning  | earning Loss Set Aside Expenditure  |  |
| Line Item Comment from KSDE New Line Item ne Item ID: 103-3-0009 Allocation Type Direct Allocation Account Name Operation/Maintenance  | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>61-2600-735-00   | earning Loss Set Aside Expenditure  |  |
| Line Item Comment from KSDE New Line Item ne Item ID: 103-3-0009 Allocation Type Direct Allocation Account Name Operation/Maintenance Function Code  | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number   | earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure  |  |
| Total Expenditures Line Item Comment from KSDE New Line Item ne Item ID: 103-3-0009 Allocation Type Direct Allocation Account Name Operation/Maintenance Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation)  | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>61-2600-735-00<br>Object Code  | earning Loss Set Aside Expenditure Loss Set Aside Expenditure Allowable Use 12 - Addressing learning loss among students, including vulnerable                                      |  |
| Line Item Comment from KSDE New Line Item ne Item ID: 103-3-0009 Allocation Type Direct Allocation Account Name Operation/Maintenance Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation)   | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>61-2600-735-00<br>Object Code<br>735 - Technology -Related Software  | earning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations. |  |
| Line Item Comment from KSDE New Line Item ne Item ID: 103-3-0009 Allocation Type Direct Allocation Account Name Operation/Maintenance Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures with   | Is this Item for the 20% Minimum L         YES - this item is marked for Learning I         Account Number         61-2600-735-00         Object Code         735 - Technology -Related Software         in the account and how they will address   | earning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations. |  |
| Line Item Comment from KSDE New Line Item ne Item ID: 103-3-0009 Allocation Type Direct Allocation Account Name Operation/Maintenance Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation)   | Is this Item for the 20% Minimum L         YES - this item is marked for Learning I         Account Number         61-2600-735-00         Object Code         735 - Technology -Related Software         in the account and how they will address   | earning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations. |  |
| Line Item Comment from KSDE New Line Item ne Item ID: 103-3-0009 Allocation Type Direct Allocation Account Name Operation/Maintenance Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures with IXL, AimsWeb, MAPS assessmets to added  | Is this Item for the 20% Minimum L         YES - this item is marked for Learning I         Account Number         61-2600-735-00         Object Code         735 - Technology -Related Software         in the account and how they will address   | earning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations. |  |
| Line Item Comment from KSDE New Line Item ne Item ID: 103-3-0009 Allocation Type Direct Allocation Account Name Operation/Maintenance Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures with IXL, AimsWeb, MAPS assessmets to addu Budgeted Expenditures in SFY 2021                                   | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>61-2600-735-00<br>Object Code<br>735 - Technology -Related Software  | earning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations. |  |
| Line Item Comment from KSDE New Line Item ne Item ID: 103-3-0009 Allocation Type Direct Allocation Account Name Operation/Maintenance Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures with IXL, AimsWeb, MAPS assessmets to adde Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>61-2600-735-00<br>Object Code<br>735 - Technology -Related Software<br>in the account and how they will address<br>ress learning loss<br>\$0   | earning Loss Set Aside Expenditure Loss Set Aside Expenditure Allowable Use 12 - Addressing learning loss among students, including vulnerable populations.                         |  |
| Line Item Comment from KSDE New Line Item ne Item ID: 103-3-0009 Allocation Type Direct Allocation Account Name Operation/Maintenance Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures with   | Is this Item for the 20% Minimuim L         YES - this item is marked for Learning I         Account Number         61-2600-735-00         Object Code         735 - Technology -Related Software         in the account and how they will address         ress learning loss         \$0         \$0         \$0         \$0 | earning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations. |  |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |   |  |
|--|---|---|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure   |   |  |
| Account Name   | Account Number  |   |  |
| Feaching Supplies  | 61-1000-610-00  |   |  |
| Function Code  | Object Code   | Allowable Use   |  |
| 000 - Instruction  | 610 - General Supplies and Mate   | rials 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |  |
| Please describe the expenditures withi   | in the account and how they will a  | ddress a COVID-19 need  |  |
|  | f learning loss. Additional math resc   | s would be to purchase online courses and<br>ources will also be purchased to address learning<br>se of learning loss.  |  |
| Budgeted Expenditures in SFY 2021  | \$0   |   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |   |  |
| Budgeted Expenditures in SFY 2023  | \$45,000  |   |  |
| Budgeted Expenditures in SFY 2024  | \$0   | <u>Status</u>   |  |
| Total Expenditures   | \$45,000  | Approved  |  |
| ne Item ID: 103-3-0001   |   |   |  |
|  |   |   |  |
| Allocation Type  | Is this Item for the 20% Minim  | uim Learning Loss Set Aside Expenditure   |  |
| ••   |   | <b>uim Learning Loss Set Aside Expenditure</b><br>Learning Loss Set Aside Expenditure   |  |
| Direct Allocation  |   |   |  |
| Direct Allocation  | NO - this item is not marked for  |   |  |
| Direct Allocation<br>Account Name<br>Teacher Salaries  | NO - this item is not marked for <b>Account Number</b>  |   |  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Teacher Salaries<br>Function Code<br>1000 - Instruction  | NO - this item is not marked for<br><u>Account Number</u><br>61-1000-110-00   | Learning Loss Set Aside Expenditure   |  |
| Direct Allocation<br>Account Name<br>Teacher Salaries<br>Function Code<br>1000 - Instruction   | NO - this item is not marked for<br><u>Account Number</u><br>61-1000-110-00<br><u>Object Code</u><br>110 - Regular Certified Salaries   | Learning Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.   |  |
| Direct Allocation Account Name Teacher Salaries Function Code 1000 - Instruction Please describe the expenditures within Provide retention incentive pay for approximation   | NO - this item is not marked for<br><u>Account Number</u><br>61-1000-110-00<br><u>Object Code</u><br>110 - Regular Certified Salaries<br>in the account and how they will a<br>pairmately 50 staff at \$600 to address  | Learning Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         address a COVID-19 need         additional staffing requirements based on |  |
| Direct Allocation Account Name Feacher Salaries Function Code 1000 - Instruction Please describe the expenditures withi Provide retention incentive pay for appro COVID, such as cleaning and student soc  | NO - this item is not marked for<br><u>Account Number</u><br>61-1000-110-00<br><u>Object Code</u><br>110 - Regular Certified Salaries<br>in the account and how they will a<br>pairmately 50 staff at \$600 to address  | Learning Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         address a COVID-19 need         additional staffing requirements based on |  |
| Direct Allocation Account Name Teacher Salaries Function Code 1000 - Instruction Please describe the expenditures withit Provide retention incentive pay for appro COVID, such as cleaning and student soce Budgeted Expenditures in SFY 2021                                  | NO - this item is not marked for<br>Account Number<br>61-1000-110-00<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will a<br>pximately 50 staff at \$600 to address<br>ial/emotional needs that hinder edu                      | Learning Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         address a COVID-19 need         additional staffing requirements based on |  |
| Direct Allocation Account Name Teacher Salaries Function Code 1000 - Instruction Please describe the expenditures withit Provide retention incentive pay for appro COVID, such as cleaning and student soc Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | NO - this item is not marked for<br>Account Number<br>61-1000-110-00<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will a<br>poximately 50 staff at \$600 to address<br>iial/emotional needs that hinder edu<br>\$0             | Learning Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         address a COVID-19 need         additional staffing requirements based on |  |
| Direct Allocation<br>Account Name<br>Teacher Salaries<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withing   | NO - this item is not marked for<br>Account Number<br>61-1000-110-00<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will a<br>paimately 50 staff at \$600 to address<br>ial/emotional needs that hinder edu<br>\$0<br>\$0<br>\$0 | Learning Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         address a COVID-19 need         additional staffing requirements based on |  |

| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure  |   |  |
|--|--|---|--|
| Account Name   | Account Number   |   |  |
| Account Name   | <u>Account Number</u><br>61-1000-110-00  |   |  |
| Teacher Salaries   |  |   |  |
| Function Code  | Object Code  | Allowable Use   |  |
| 1000 - Instruction   | 110 - Regular Certified Salaries   | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.   |  |
| Please describe the expenditures withi   | n the account and how they will addr   | ess a COVID-19 need   |  |
|  |  | ly 5 staff members to address learning loss.<br>dents for online coursework and repeated  |  |
| Budgeted Expenditures in SFY 2021  | \$O  |   |  |
| Budgeted Expenditures in SFY 2022  | \$0  |   |  |
| Budgeted Expenditures in SFY 2023  | \$50,000   |   |  |
|  |  |   |  |
| Budgeted Expenditures in SFY 2024  | \$0  | <u>Status</u>   |  |
| ne Item ID: 103-3-0003   | \$50,000   | Status<br>Approved<br>Learning Loss Set Aside Expenditure   |  |
| Total Expenditures ne Item ID: 103-3-0003 Allocation Type  | \$50,000   | Approved           Learning Loss Set Aside Expenditure  |  |
| Total Expenditures Total Expenditures The Item ID: 103-3-0003 Allocation Type Direct Allocation  | \$50,000   | Approved           Learning Loss Set Aside Expenditure  |  |
| Total Expenditures Total Expenditures The Item ID: 103-3-0003 Allocation Type Direct Allocation  | \$50,000<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear   | Approved           Learning Loss Set Aside Expenditure  |  |
| Total Expenditures Total Expenditures The Item ID: 103-3-0003 Allocation Type Direct Allocation Account Name Technology-Hardware   | \$50,000<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number   | Approved           Learning Loss Set Aside Expenditure  |  |
| Total Expenditures<br>ine Item ID: 103-3-0003<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$50,000<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>61-1000-736-00   | Approved<br>Learning Loss Set Aside Expenditure<br>ning Loss Set Aside Expenditure  |  |
| Total Expenditures Ine Item ID: 103-3-0003 Allocation Type Direct Allocation Account Name Technology-Hardware Function Code  | \$50,000<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>61-1000-736-00<br>Object Code<br>736 - Computers and Related<br>Equipment (Including Software if<br>bought as a package)   | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         9 - Purchasing educational technolog (including hardware, software, and connectivity) for the LEA's students.  |  |
| Total Expenditures ne Item ID: 103-3-0003 Allocation Type Direct Allocation Account Name Technology-Hardware Function Code 1000 - Instruction Please describe the expenditures withi purchase laptops to send home with stuce  | \$50,000<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>61-1000-736-00<br>Object Code<br>736 - Computers and Related<br>Equipment (Including Software if<br>bought as a package)<br>n the account and how they will address  | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Point Constant Set Aside Expenditure         Allowable Use         9 - Purchasing educational technolog (including hardware, software, and connectivity) for the LEA's students.         ess a COVID-19 need |  |
| Total Expenditures Ine Item ID: 103-3-0003 Allocation Type Direct Allocation Account Name Technology-Hardware Function Code 1000 - Instruction Please describe the expenditures withi purchase laptops to send home with stud to learning loss   | \$50,000<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>61-1000-736-00<br>Object Code<br>736 - Computers and Related<br>Equipment (Including Software if<br>bought as a package)<br>n the account and how they will address  | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Point Constant Set Aside Expenditure         Allowable Use         9 - Purchasing educational technolog (including hardware, software, and connectivity) for the LEA's students.         ess a COVID-19 need |  |
| Total Expenditures ne Item ID: 103-3-0003 Allocation Type Direct Allocation Account Name Technology-Hardware Function Code 1000 - Instruction Please describe the expenditures withi purchase laptops to send home with stuc to learning loss Budgeted Expenditures in SFY 2021                                    | \$50,000<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>61-1000-736-00<br>Object Code<br>736 - Computers and Related<br>Equipment (Including Software if<br>bought as a package)<br>n the account and how they will addressed<br>lents during quarantine, summer school                  | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Point Constant Set Aside Expenditure         Allowable Use         9 - Purchasing educational technolog (including hardware, software, and connectivity) for the LEA's students.         ess a COVID-19 need |  |
| Total Expenditures ne Item ID: 103-3-0003 Allocation Type Direct Allocation Account Name Technology-Hardware Function Code 1000 - Instruction Please describe the expenditures withi   | \$50,000<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>61-1000-736-00<br>Object Code<br>736 - Computers and Related<br>Equipment (Including Software if<br>bought as a package)<br>In the account and how they will addred<br>dents during quarantine, summer school<br>\$0             | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Point Constant Set Aside Expenditure         Allowable Use         9 - Purchasing educational technolog (including hardware, software, and connectivity) for the LEA's students.         ess a COVID-19 need |  |
| Total Expenditures Ine Item ID: 103-3-0003 Allocation Type Direct Allocation Account Name Technology-Hardware Function Code 1000 - Instruction Please describe the expenditures withi purchase laptops to send home with stud to learning loss Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$50,000<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>61-1000-736-00<br>Object Code<br>736 - Computers and Related<br>Equipment (Including Software if<br>bought as a package)<br>n the account and how they will addre<br>dents during quarantine, summer school<br>\$0<br>\$0<br>\$0 | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         9 - Purchasing educational technolog (including hardware, software, and connectivity) for the LEA's students.  |  |

| Allocation Type   | Is this Item for the 20% Minimuim Lea     | arning Loss Set Aside Expenditure  |  |
|---|---|--|--|
| Direct Allocation   | NO - this item is not marked for Learning | g Loss Set Aside Expenditure   |  |
| Account Name  | Account Number                            |  |  |
| Transportation  | 61-2720-732-00                            |  |  |
| Function Code   | Object Code                               | Allowable Use  |  |
| 2720 - Monitoring Services  | 732 - Vehicles (Including school buses)   | 15 - Developing strategies and<br>implementing public health protocols<br>for the reopening and operation of<br>school facilities. |  |
| purchase of a bus to address public healt Budgeted Expenditures in SFY 2021 | th protocols of social distancing<br>\$0  |  |  |
| Budgeted Expenditures in SFY 2022   | \$0<br>\$0                                |  |  |
| Budgeted Expenditures in SFY 2023   | \$90,000                                  |  |  |
| Budgeted Expenditures in SFY 2024   | \$0                                       | <u>Status</u>  |  |
| Total Expenditures  | \$90,000                                  | Approved   |  |
| Line Item Comment from KSDE   |   |  |  |
| This requires prior approval with the Equ                                   | ipment Purchase Form this can be found at | Form 9-311-166 (ksde.org)  |  |
| Line Item ID: 103-3-0005  |   |  |  |

| Allocation Type   | <u>Is this Item for the 20% Mi</u>                                   | nimuim Learning Loss Set Aside Expenditure  |  |
|---|--|---|--|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure |   |  |
| Account Name  | Account Number   |   |  |
| Operation/Maintenance   | 61-2600-700-00   |   |  |
| Function Code   | Object Code  | Allowable Use   |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)      | 700 - PROPERTY   | 13 - School facility repairs and<br>improvements to enable operation of<br>schools to reduce risk of virus<br>transmission and exposure to<br>environmental health hazards, and to<br>support student health needs. |  |
| Please describe the expenditures with   | in the account and how they w  | vill address a COVID-19 need  |  |
| Purchase and installation of dishwasher f<br>fixture in the cafeteria for all K-12 studer | •  | ealth protocols of sanitation. This is a permanent  |  |
| Budgeted Expenditures in SFY 2021   | \$0  |   |  |

| <b>Budgeted Expenditures in SFY 2024</b> | \$0      | <u>Status</u> |
|--|----------|---------------|
| Total Expenditures                       | \$15,000 | Approved      |
| Line Item Comment from KSDE              |          |               |
| Allowable if meets CDC guidelines.       |          |               |
|  |          |               |
| Line Item ID: 103-3-0006                 |          |               |

\$0

\$15,000

Budgeted Expenditures in SFY 2022

Budgeted Expenditures in SFY 2023

| Allocation Type  | <u>Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure</u> |  |  |
|--|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure         |  |  |
| Account Name   | Account Number   |  |  |
| Operation/Maintenance  | 61-2600-700-00   |  |  |
| Function Code  | Object Code  | Allowable Use  |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)   | 700 - PROPERTY   | 13 - School facility repairs and<br>improvements to enable operation of<br>schools to reduce risk of virus<br>transmission and exposure to |  |
|  |  | environmental health hazards, and to   |  |
|  |  | support student health needs.  |  |
| •  | •  | support student health needs.  |  |
| purchase and installation of self-flushing   | •  | support student health needs.  |  |
| purchase and installation of self-flushing<br>Budgeted Expenditures in SFY 2021  | stools and touchless water fauc  | support student health needs.  |  |
| purchase and installation of self-flushing<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | stools and touchless water fauc<br>\$0                                       | support student health needs.  |  |
| purchase and installation of self-flushing<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | stools and touchless water fauc<br>\$0<br>\$0                                | support student health needs.  |  |
| Please describe the expenditures withi<br>purchase and installation of self-flushing<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures | stools and touchless water fauc<br>\$0<br>\$0<br>\$50,000                    | support student health needs.<br>vill address a COVID-19 need<br>ets to address public health protocols of sanitation                      |  |
| purchase and installation of self-flushing<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024   | stools and touchless water fauc<br>\$0<br>\$0<br>\$50,000<br><u>\$0</u>      | support student health needs.<br>vill address a COVID-19 need<br>ets to address public health protocols of sanitation                      |  |

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>     | Address                                    | Mail Address                           |
|---------------------|--|--|
| Republic County     | 1205 19th Street, Belleville, KS 669350469 | P.O. Box 469, Belleville, KS 669350469 |
|                     |  |  |
| Superintendent Name | Superintendent E-mail Address              | Superintendent Phone Number            |

# **Authorized Representative of the District Information**

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

# Plan for Safe Return

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

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

# Use of Funds for CDC Guidance

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

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

# Stakeholder Engagement

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

# Students

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

1. SEL and Mental Health Opportunities for the Students that could include a separate room, SEL lessons more often with a curriculum and possible therapist on staff.

2. Paying students to tutor others who are behind or struggling.

3. Technology upgrades to assist with the additional requirements for remote learners and possible courses to help student's make up courses they have failed.

4. Outdoor learning space/eating area to allow for outside ventilation for students to go to allowing for additional social distancing as well. This are could also serve as a SEL retreat for some students when they need a break.

## Families

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

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

# School and District Administrators including Special Education Administration

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

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

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

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

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

# Tribes

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

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

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

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

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

- 1. Mental Health and SEL
- 2. Summer School

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

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

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

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

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

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

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

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

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

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

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

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

# Allocations

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

# Line Items

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

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

# Line Item Details

| Line Item ID: 109-3-0061     |  |  |  |  |
|------------------------------|--|--|--|--|
| Allocation Type              | <u>Is this Item for the 20% Mir</u>    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure    |  |  |
| Direct Allocation            | NO - this item is not marked           | NO - this item is not marked for Learning Loss Set Aside Expenditure     |  |  |
| Account Name                 | Account Number                         |  |  |  |
| ESSER III                    | 109-3-0061                             |  |  |  |
| Function Code                | Object Code                            | Allowable Use  |  |  |
| 1000 - Instruction           | 700 - PROPERTY                         | 9 - Purchasing educational technology                                    |  |  |
|                              |  | (including hardware, software, and connectivity) for the LEA's students. |  |  |
| Please describe the expendit | ures within the account and how they w | ill address a COVID-19 need  |  |  |

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

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$11,429 |
| Budgeted Expenditures in SFY 2023 | \$0      |
| Budgeted Expenditures in SFY 2024 | \$0      |
| Total Expenditures                | \$11,429 |

<u>Status</u> Task Force Review

Line Item ID: 109-3-0062

| Allocation Type    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |  |
|--------------------|---|---|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |  |  |
| Account Name       | Account Number  |   |  |  |
| ESSER III          | 109-3-0062  |   |  |  |
| Function Code      | Object Code   | Allowable Use                                       |  |  |
| 1000 - Instruction | 320 - Professional-Education Services                                 | 10 - Providing mental health services and supports. |  |  |

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

| Budgeted Expenditures in SFY 2021 | \$0     |                   |
|-----------------------------------|---------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$6,640 |                   |
| Budgeted Expenditures in SFY 2023 | \$2,000 |                   |
| Budgeted Expenditures in SFY 2024 | \$0     | <u>Status</u>     |
| Total Expenditures                | \$8,640 | Task Force Review |

| <u>Allocation Type</u><br>Direct Allocation |                                     | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
|---|-------------------------------------|---|--|--|
| Account Name<br>ESSER III                   | <u>Account Number</u><br>109-3-0063 |   |  |  |
| Function Code                               | Object Code                         | Allowable Use   |  |  |
| 1000 - Instruction                          | 110 - Regular Certified Salaries    | 1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965.   |  |  |

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

| Budgeted Expenditures in SFY 2021 | \$0      |                   |
|-----------------------------------|----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$O      |                   |
| Budgeted Expenditures in SFY 2023 | \$47,310 |                   |
| Budgeted Expenditures in SFY 2024 | \$50,000 | <u>Status</u>     |
| Total Expenditures                | \$97,310 | Task Force Review |

| <u>llocation Type</u>  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |  |
|--|--|--|--|
| Direct Allocation  | NO - this item is not marked for Lea   | rning Loss Set Aside Expenditure   |  |
| Account Name   | Account Number   |  |  |
| Staff Retention Pay  | 109-3-0064   |  |  |
| Function Code  | Object Code  | Allowable Use  |  |
| 1000 - Instruction   | 150 - Additional Compensation  | 1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965.  |  |
| Please describe the expenditures with  | in the account and how they will add   | ress a COVID-19 need   |  |
| CoVid-19 caused hardship and additiona pay retention for 49 staff members that the start members that members the start members that members that members the start members that members the start members that members the start members that members that members the start members that members that members the start members the start members that members that members the start members te |  | ds will be used to provide a \$500 premium   |  |
| Budgeted Expenditures in SFY 2021  | \$0  |  |  |
| Budgeted Expenditures in SFY 2022  | \$0  |  |  |
| Budgeted Expenditures in SFY 2023  | \$35,500   |  |  |
|  |  | <b>e</b>   |  |
| Budgeted Expenditures in SFY 2024  | \$0  | <u>Status</u>  |  |
| Total Expenditures ne Item ID: 109-3-0065 Allocation Type  | \$35,500<br>Is this Item for the 20% Minimuim  | Task Force Review  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 109-3-0065<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$35,500   | Task Force Review  |  |
| Total Expenditures Ine Item ID: 109-3-0065 Allocation Type Direct Allocation Account Name  | \$35,500<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lea  | Task Force Review  |  |
| Total Expenditures Ine Item ID: 109-3-0065 Allocation Type Direct Allocation Account Name Esser III  | \$35,500<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lea<br>Account Number  | Task Force Review  |  |
| Total Expenditures<br>ine Item ID: 109-3-0065<br>Allocation Type<br>Direct Allocation  | \$35,500<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lea<br>Account Number<br>109-3-0065  | Task Force Review  |  |
| Total Expenditures ine Item ID: 109-3-0065 Allocation Type Direct Allocation Account Name Esser III Function Code 2600 - Operation and Maintenance of Plant Services (All except   | \$35,500<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lea<br>Account Number<br>109-3-0065<br>Object Code<br>150 - Additional Compensation  | Task Force Review <b>Learning Loss Set Aside Expenditure</b> rning Loss Set Aside Expenditure         Allowable Use         1A - Any activity authorized by the         Elementary and Secondary Education         Act of 1965.  |  |
| Total Expenditures Total Expenditures Ine Item ID: 109-3-0065 Allocation Type Direct Allocation Account Name Esser III Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures with CoVid-19 caused hardship and additional  | \$35,500<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lea<br>Account Number<br>109-3-0065<br>Object Code<br>150 - Additional Compensation<br>in the account and how they will add<br>al responsibilities on employees and fun  | Task Force Review <b>Learning Loss Set Aside Expenditure</b> rning Loss Set Aside Expenditure         Allowable Use         1A - Any activity authorized by the         Elementary and Secondary Education         Act of 1965.         ress a COVID-19 need         ds will be used to provide up-to \$500            |  |
| Total Expenditures ne Item ID: 109-3-0065 Allocation Type Direct Allocation Account Name Esser III Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures with CoVid-19 caused hardship and additiona premium pay retention incentive for 10 s  | \$35,500<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lea<br>Account Number<br>109-3-0065<br>Object Code<br>150 - Additional Compensation<br>in the account and how they will add<br>al responsibilities on employees and fun  | Task Force Review         Allowable Loss Set Aside Expenditure         rning Loss Set Aside Expenditure         Allowable Use         1A - Any activity authorized by the         Elementary and Secondary Education         Act of 1965.         ress a COVID-19 need         ds will be used to provide up-to \$500  |  |
| Total Expenditures ne Item ID: 109-3-0065 Allocation Type Direct Allocation Account Name Esser III Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures with CoVid-19 caused hardship and additiona premium pay retention incentive for 10 s Budgeted Expenditures in SFY 2021  | \$35,500<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lea<br>Account Number<br>109-3-0065<br>Object Code<br>150 - Additional Compensation<br>in the account and how they will add<br>al responsibilities on employees and fun<br>staff members that will be paid December  | Task Force Review         Allowable Loss Set Aside Expenditure         rning Loss Set Aside Expenditure         Allowable Use         1A - Any activity authorized by the         Elementary and Secondary Education         Act of 1965.         ress a COVID-19 need         ds will be used to provide up-to \$500  |  |
| Total Expenditures Total Expenditures Ine Item ID: 109-3-0065 Allocation Type Direct Allocation Account Name Esser III Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures with CoVid-19 caused hardship and additiona premium pay retention incentive for 10 s Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022  | \$35,500<br>Is this Item for the 20% Minimulm<br>NO - this item is not marked for Lea<br>Account Number<br>109-3-0065<br>Object Code<br>150 - Additional Compensation<br>in the account and how they will add<br>al responsibilities on employees and fun<br>staff members that will be paid December<br>\$0   | Task Force Review         Allowable Loss Set Aside Expenditure         rning Loss Set Aside Expenditure         Allowable Use         1A - Any activity authorized by the         Elementary and Secondary Education         Act of 1965.         ress a COVID-19 need         ds will be used to provide up-to \$500  |  |
| Total Expenditures ine Item ID: 109-3-0065 Allocation Type Direct Allocation Account Name Esser III Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation)   | \$35,500<br><b>Is this Item for the 20% Minimulm</b><br>NO - this item is not marked for Lea<br><b>Account Number</b><br>109-3-0065<br><b>Object Code</b><br>150 - Additional Compensation<br><b>in the account and how they will add</b><br>al responsibilities on employees and fun<br>staff members that will be paid December<br>\$0<br>\$0<br>\$0 | Task Force Review         A Learning Loss Set Aside Expenditure         rning Loss Set Aside Expenditure         Allowable Use         1A - Any activity authorized by the         Elementary and Secondary Education         Act of 1965.         ress a COVID-19 need         ds will be used to provide up-to \$500 |  |

| Allocation Type  | Is this Item for the 20% Minimuin   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |  |  |  |  |
|--|---|---|--|--|--|--|
| Direct Allocation  | NO - this item is not marked for Lea  | arning Loss Set Aside Expenditure   |  |  |  |  |
| Account Name   | Account Number  |   |  |  |  |  |
| ESSER III  | 109-3-0066  |   |  |  |  |  |
| Function Code  | Object Code   | Allowable Use   |  |  |  |  |
| 000 - Instruction  | 110 - Regular Certified Salaries  | 1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965.   |  |  |  |  |
| Please describe the expenditures with  | nin the account and how they will add   | lress a COVID-19 need   |  |  |  |  |
| Additional 2nd grade teacher due to lar<br>COVID and smaller class size to help add  |   | istance students to mitigate the spread of  |  |  |  |  |
| Budgeted Expenditures in SFY 2021  | \$0   |   |  |  |  |  |
| Budgeted Expenditures in SFY 2022  | \$0   |   |  |  |  |  |
|  | \$42,780  |   |  |  |  |  |
| Budgeted Expenditures in SFY 2023  |   | Status  |  |  |  |  |
| 5  | \$45,000  |   |  |  |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 109-3-0067  | \$87,780  | Task Force Review   |  |  |  |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 109-3-0067<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$87,780  | Task Force Review   |  |  |  |  |
| Budgeted Expenditures in SFY 2024<br>Fotal Expenditures<br>The Item ID: 109-3-0067<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$87,780<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea   | Task Force Review   |  |  |  |  |
| Budgeted Expenditures in SFY 2024<br>Fotal Expenditures<br>The Item ID: 109-3-0067<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III  | \$87,780<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number   | Task Force Review   |  |  |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>The Item ID: 109-3-0067<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code   | \$87,780<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>109-3-0067   | Task Force Review Task Force Review n Learning Loss Set Aside Expenditure arning Loss Set Aside Expenditure Allowable Use 1A - Any activity authorized by the   |  |  |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>The Item ID: 109-3-0067<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction   | \$87,780<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>109-3-0067<br>Object Code  | Task Force Review         m Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         Allowable Use         1A - Any activity authorized by the         Elementary and Secondary Education         Act of 1965.                               |  |  |  |  |
| Budgeted Expenditures in SFY 2024<br>Fotal Expenditures<br>The Item ID: 109-3-0067<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>000 - Instruction<br>Please describe the expenditures with<br>Additional 3rd grade teacher due to large  | \$87,780<br><b>Is this Item for the 20% Minimuin</b><br>NO - this item is not marked for Lea<br><b>Account Number</b><br>109-3-0067<br><b>Object Code</b><br>110 - Regular Certified Salaries<br><b>hin the account and how they will add</b><br>ge class size of 55 to be able to social di  | Task Force Review         m Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         Allowable Use         1A - Any activity authorized by the         Elementary and Secondary Education         Act of 1965.                               |  |  |  |  |
| Budgeted Expenditures in SFY 2024 Total Expenditures  The Item ID: 109-3-0067  Allocation Type Direct Allocation  Account Name SSER III  Function Code 000 - Instruction  Please describe the expenditures with Additional 3rd grade teacher due to large COVID and smaller class size to help additional  | \$87,780<br><b>Is this Item for the 20% Minimuin</b><br>NO - this item is not marked for Lea<br><b>Account Number</b><br>109-3-0067<br><b>Object Code</b><br>110 - Regular Certified Salaries<br><b>hin the account and how they will add</b><br>ge class size of 55 to be able to social di  | Task Force Review         m Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         Allowable Use         1A - Any activity authorized by the         Elementary and Secondary Education         Act of 1965.         dress a COVID-19 need |  |  |  |  |
| Budgeted Expenditures in SFY 2024<br>Fotal Expenditures<br>The Item ID: 109-3-0067<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SSER III<br>Function Code<br>000 - Instruction<br>Please describe the expenditures with<br>Additional 3rd grade teacher due to large<br>COVID and smaller class size to help add<br>Budgeted Expenditures in SFY 2021  | \$87,780<br><b>Is this Item for the 20% Minimuin</b><br>NO - this item is not marked for Lea<br><b>Account Number</b><br>109-3-0067<br><b>Object Code</b><br>110 - Regular Certified Salaries<br><b>in the account and how they will add</b><br>ge class size of 55 to be able to social did<br>dress learning loss.                      | Task Force Review         m Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         Allowable Use         1A - Any activity authorized by the         Elementary and Secondary Education         Act of 1965.         dress a COVID-19 need |  |  |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>The Item ID: 109-3-0067<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Additional 3rd grade teacher due to large<br>COVID and smaller class size to help add<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$87,780<br><b>Is this Item for the 20% Minimum</b><br>NO - this item is not marked for Lea<br><b>Account Number</b><br>109-3-0067<br><b>Object Code</b><br>110 - Regular Certified Salaries<br><b>in the account and how they will add</b><br>ge class size of 55 to be able to social did<br>dress learning loss.<br>\$0                | Task Force Review         m Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         Allowable Use         1A - Any activity authorized by the         Elementary and Secondary Education         Act of 1965.         dress a COVID-19 need |  |  |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>The Item ID: 109-3-0067<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with  | \$87,780<br><b>Is this Item for the 20% Minimuin</b><br>NO - this item is not marked for Lea<br><b>Account Number</b><br>109-3-0067<br><b>Object Code</b><br>110 - Regular Certified Salaries<br><b>In the account and how they will add</b><br>ge class size of 55 to be able to social did<br>dress learning loss.<br>\$0<br>\$0<br>\$0 | Task Force Review         m Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         Allowable Use         1A - Any activity authorized by the         Elementary and Secondary Education         Act of 1965.         dress a COVID-19 need |  |  |  |  |

| Allocation Type   | Is this Item for the 20% Minimuim   | Learning Loss Set Aside Expenditure  |  |
|---|---|--|--|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name  | Account Number  |  |  |
| ESSER III   | 109-3-0068  |  |  |
| Function Code   | Object Code   | Allowable Use  |  |
| 2130 - Health Services  | 110 - Regular Certified Salaries  | 16 - Other activities necessary to   |  |
|   |   | maintain LEA operations and services and employ existing LEA staff.                    |  |
| Please describe the expenditures with   | in the account and how they will addre  | ess a COVID-19 need  |  |
| ESSER 1 funds, payed with ESSER 2 fund<br>-24 with ESSER 3 funds. The nurse will as | School Nurse previous to COVID. We have<br>s during the 2021-2022 school year and p<br>ssist the strategic planning and implement<br>rect safety protocols, wellness and health | blan to continue the position into 2022-2023<br>ting of COVID prevention in our school |  |

| Budgeted Expenditures in SFY 2021 | \$0       |                   |
|-----------------------------------|-----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0       |                   |
| Budgeted Expenditures in SFY 2023 | \$49,000  |                   |
| Budgeted Expenditures in SFY 2024 | \$54,686  | <u>Status</u>     |
| -<br>Total Expenditures           | \$103,686 | Task Force Review |

Line Item ID: 109-3-0001

| <u>Allocation Type</u><br>Direct Allocation | Is this Item for the 20% Minimuim Levent<br>NO - this item is not marked for Learnin | -  |
|---|--|--|
| Account Name                                | Account Number   |  |
| ESSER III                                   | 95.1000.320.000  |  |
| Function Code                               | Object Code  | Allowable Use  |
| 1000 - Instruction                          | 320 - Professional-Education Services  | 3 - Providing principals and other school leaders with resources to address individual school needs. |

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

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$6,500 |               |
| Budgeted Expenditures in SFY 2023 | \$0     |               |
| Budgeted Expenditures in SFY 2024 | \$0     | <u>Status</u> |
| Total Expenditures                | \$6,500 | Approved      |

#### Line Item ID: 109-3-0002

| Allocation Type    | Is this Item for the 20% Minimuim      | Learning Loss Set Aside Expenditure  |
|--------------------|--|--|
| Direct Allocation  | NO - this item is not marked for Learr | ning Loss Set Aside Expenditure  |
| Account Name       | Account Number                         |  |
| ESSER III          | 95.1000.600.000                        |  |
| Function Code      | Object Code                            | Allowable Use  |
| 1000 - Instruction | 600 - SUPPLIES AND MATERIALS           | 3 - Providing principals and other school leaders with resources to address individual school needs. |

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

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

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$4,000 |
| Budgeted Expenditures in SFY 2023 | \$0     |
| Budgeted Expenditures in SFY 2024 | \$0     |
| Total Expenditures                | \$4,000 |

# <u>Status</u> Approved

| Allocation Type    | <u>Is this Item for the 20% Minimuim Lea</u> | rning Loss Set Aside Expenditure                    |
|--------------------|--|---|
| Direct Allocation  | NO - this item is not marked for Learning    | g Loss Set Aside Expenditure                        |
| Account Name       | Account Number                               |   |
| ESSER III          | 95.1000.320.000                              |   |
| Function Code      | Object Code                                  | Allowable Use                                       |
| 1000 - Instruction | 320 - Professional-Education Services        | 10 - Providing mental health services and supports. |

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

| Total Expenditures                | \$5,000 | Approved      |  |
|-----------------------------------|---------|---------------|--|
| -<br>Tatal Francistana            | ¢       | A received    |  |
| Budgeted Expenditures in SFY 2024 | \$0     | <u>Status</u> |  |
| Budgeted Expenditures in SFY 2023 | \$0     |               |  |
| Budgeted Expenditures in SFY 2022 | \$5,000 |               |  |
| Budgeted Expenditures in SFY 2021 | \$0     |               |  |

| Pirect Allocation   | NO - this item is not marked for Learn  | ning Loss Set Aside Expenditure   |
|---|---|---|
|   |   |   |
| Account Name  | Account Number  |   |
| ESSER III   | 95.2130.210.000   |   |
| Function Code   | Object Code   | Allowable Use   |
| 2130 - Health Services  | 210 - Group Insurance   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures with   | in the account and how they will addre  | ess a COVID-19 need   |
| Nurse Insurance   |   |   |
| Budgeted Expenditures in SFY 2021   | \$0   |   |
| Budgeted Expenditures in SFY 2022   | \$0   |   |
| Products of Francisco distances in CEV 2022   | \$7,500   |   |
| Budgeted Expenditures in SFY 2023   | 41,500  |   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024  | \$0\$0  | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 109-3-0006<br>Allocation Type  | <u>\$0</u><br>\$7,500   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 109-3-0006<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$0<br>\$7,500<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 109-3-0006<br>Allocation Type<br>Direct Allocation   | \$0<br>\$7,500<br>Is this Item for the 20% Minimum I<br>NO - this item is not marked for Learn  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 109-3-0006<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III  | \$0<br>\$7,500<br>Is this Item for the 20% Minimum I<br>NO - this item is not marked for Learn<br>Account Number<br>95.2130.220.000   | Approved          Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 109-3-0006<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>2130 - Health Services   | \$0<br>\$7,500<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>95.2130.220.000<br>Object Code   | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 109-3-0006<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>2130 - Health Services   | \$0<br>\$7,500<br><b>Is this Item for the 20% Minimum I</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>95.2130.220.000<br><b>Object Code</b><br>220 - Social Security Contributions  | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 109-3-0006<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>2130 - Health Services<br>Please describe the expenditures withi   | \$0<br>\$7,500<br><b>Is this Item for the 20% Minimum I</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>95.2130.220.000<br><b>Object Code</b><br>220 - Social Security Contributions  | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 109-3-0006<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>2130 - Health Services<br>Please describe the expenditures within<br>Nurse Social Security   | \$0<br>\$7,500<br><b>Is this Item for the 20% Minimum I</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>95.2130.220.000<br><b>Object Code</b><br>220 - Social Security Contributions<br>in the account and how they will addre                              | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 109-3-0006<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>2130 - Health Services<br>Please describe the expenditures within<br>Nurse Social Security<br>Budgeted Expenditures in SFY 2021                                      | \$0<br>\$7,500<br><b>Is this Item for the 20% Minimum I</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>95.2130.220.000<br><b>Object Code</b><br>220 - Social Security Contributions<br>in the account and how they will addre                              | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 109-3-0006<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>2130 - Health Services<br>Please describe the expenditures within<br>Nurse Social Security<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$0<br>\$7,500<br><b>Is this Item for the 20% Minimum I</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>95.2130.220.000<br><b>Object Code</b><br>220 - Social Security Contributions<br>in the account and how they will addres<br>\$0<br>\$0<br>\$0<br>\$0 | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |

| Allocation Type  | Is this Item for the 20% Minimuim Le   | -   |
|--|--|---|
| Direct Allocation  | NO - this item is not marked for Learnin   | ng Loss Set Aside Expenditure   |
| Account Name   | Account Number   |   |
| ESSER III  | 95.2130.222.000  |   |
| Function Code  | Object Code  | Allowable Use   |
| 2130 - Health Services   | 222 - Medicare - Employer's<br>Contribution  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures withi   | n the account and how they will addres   | s a COVID-19 need   |
| Nurse Medicare   |  |   |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$0  |   |
| Budgeted Expenditures in SFY 2023  | \$725  |   |
|  | \$O  | Status  |
| Budgeted Expenditures in SFY 2024  | ΨO   |   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures  | \$725  | Approved  |
| •  | <u></u>  |   |
| Total Expenditures   | <u></u>  | Approved  |
| Total Expenditures   | \$725  | Approved  |
| Total Expenditures   | \$725  | Approved  |
| Total Expenditures ine Item ID: 109-3-0008 Allocation Type Direct Allocation   | \$725<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin  | Approved  |
| Total Expenditures Ine Item ID: 109-3-0008 Allocation Type Direct Allocation Account Name  | \$725<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number  | Approved  |
| Total Expenditures Ine Item ID: 109-3-0008 Allocation Type Direct Allocation Account Name ESSER III  | \$725<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>95.2130.260.000   | Approved  earning Loss Set Aside Expenditure ng Loss Set Aside Expenditure Allowable Use 16 - Other activities necessary to   |
| Total Expenditures ne Item ID: 109-3-0008 Allocation Type Direct Allocation Account Name ESSER III Function Code 2130 - Health Services  | \$725<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>95.2130.260.000<br>Object Code  | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Total Expenditures ne Item ID: 109-3-0008 Allocation Type Direct Allocation Account Name ESSER III Function Code 2130 - Health Services  | \$725<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>95.2130.260.000<br>Object Code<br>260 - Unemployment Compensation   | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Total Expenditures ne Item ID: 109-3-0008 Allocation Type Direct Allocation Account Name ESSER III Function Code 2130 - Health Services Please describe the expenditures withi Nurse Unemployment  | \$725<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>95.2130.260.000<br>Object Code<br>260 - Unemployment Compensation   | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Total Expenditures Ine Item ID: 109-3-0008 Allocation Type Direct Allocation Account Name ESSER III Function Code 2130 - Health Services Please describe the expenditures withi Nurse Unemployment Budgeted Expenditures in SFY 2021                                   | \$725<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>95.2130.260.000<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will addres                       | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Total Expenditures Ine Item ID: 109-3-0008 Allocation Type Direct Allocation Account Name ESSER III Function Code 2130 - Health Services Please describe the expenditures withi Nurse Unemployment Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$725<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>95.2130.260.000<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>\$0               | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Total Expenditures ne Item ID: 109-3-0008 Allocation Type Direct Allocation Account Name ESSER III Function Code 2130 - Health Services Please describe the expenditures withi   | \$725<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>95.2130.260.000<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>\$0<br>\$0<br>\$0 | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

| Allocation Type<br>Direct Allocation | Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning | •   |
|--------------------------------------|--|---|
| Account Name                         | Account Number   |   |
| ESSER III<br>Function Code           | 95.1000.320.000<br>Object Code   | Allowable Use   |
| 1000 - Instruction                   | 320 - Professional-Education Services  | 3 - Providing principals and other school leaders with resources to |

address individual school needs.

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

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

| 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      | <u>Status</u> |
| Total Expenditures                | \$20,000 | Approved      |
|                                   |          |               |

#### Line Item Comment from KSDE

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

Line Item ID: 109-3-0010

| Allocation Type  | Is this Item for the 20% Minimuim  | Learning Loss Set Aside Expenditure   |
|--|--|---|
| Direct Allocation  | NO - this item is not marked for Learr   | ning Loss Set Aside Expenditure   |
| Account Name   | Account Number   |   |
| ESSER III  | 95.1000.110.000  |   |
| Function Code  | Object Code  | Allowable Use   |
| 1000 - Instruction   | 110 - Regular Certified Salaries   | 3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.  |
| Please describe the expenditures with  | in the account and how they will addre   | ess a COVID-19 need   |
| Teacher Stipends for daily attendance Ad   | daptive Schools outside of contract time   |   |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$3,000  |   |
| Budgeted Expenditures in SFY 2023  | \$3,000  |   |
| Budgeted Expenditures in SFY 2024  | \$1,500  | <u>Status</u>   |
| Total Expenditures   | \$7,500  | Approved  |
|  |  |   |
|  |  |   |
| Line Item Comment from KSDE  |  |   |
| Line Item Comment from KSDE<br>See line 9  |  |   |
|  |  |   |
| See line 9<br>ne Item ID: 109-3-0011   | Is this Item for the 20% Minimuim  | Learning Loss Set Aside Expenditure   |
| See line 9<br>ne Item ID: 109-3-0011<br>Allocation Type  | <u>Is this Item for the 20% Minimuim</u><br>NO - this item is not marked for Learr   | -   |
| See line 9   |  | -   |
| See line 9<br>ne Item ID: 109-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name   | NO - this item is not marked for Learr   | -   |
| See line 9<br>ne Item ID: 109-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III  | NO - this item is not marked for Learr<br><u>Account Number</u><br>95.1000.600.000   | ning Loss Set Aside Expenditure   |
| See line 9<br>ne Item ID: 109-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code   | NO - this item is not marked for Learr<br><u>Account Number</u><br>95.1000.600.000<br><b>Object Code</b>   | ning Loss Set Aside Expenditure Allowable Use   |
| See line 9<br>ne Item ID: 109-3-0011<br>Allocation Type<br>Direct Allocation   | NO - this item is not marked for Learr<br><u>Account Number</u><br>95.1000.600.000   | ning Loss Set Aside Expenditure   |
| See line 9 Ine Item ID: 109-3-0011 Allocation Type Direct Allocation Account Name ESSER III Function Code 1000 - Instruction   | NO - this item is not marked for Learr<br><u>Account Number</u><br>95.1000.600.000<br><b>Object Code</b>   | Allowable Use           3 - Providing principals and other school leaders with resources to address individual school needs.  |
| See line 9 ne Item ID: 109-3-0011 Allocation Type Direct Allocation Account Name ESSER III Function Code 1000 - Instruction Please describe the expenditures with  | NO - this item is not marked for Learn<br>Account Number<br>95.1000.600.000<br>Object Code<br>600 - SUPPLIES AND MATERIALS   | Allowable Use<br>3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.<br>ess a COVID-19 need  |
| See line 9 Ine Item ID: 109-3-0011 Allocation Type Direct Allocation Account Name ESSER III Function Code 1000 - Instruction Please describe the expenditures with Supplies/Materials/Meals/Travel Expense   | NO - this item is not marked for Learn<br>Account Number<br>95.1000.600.000<br>Object Code<br>600 - SUPPLIES AND MATERIALS<br>in the account and how they will addre<br>es for Adaptive Schools Foundation and A                                       | Allowable Use<br>3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.<br>ess a COVID-19 need  |
| See line 9  The Item ID: 109-3-0011  Allocation Type Direct Allocation  Account Name ESSER III  Function Code 1000 - Instruction  Please describe the expenditures with Supplies/Materials/Meals/Travel Expense Budgeted Expenditures in SFY 2021  | NO - this item is not marked for Learn<br>Account Number<br>95.1000.600.000<br>Object Code<br>600 - SUPPLIES AND MATERIALS<br>in the account and how they will addres<br>es for Adaptive Schools Foundation and A<br>\$0                               | Allowable Use<br>3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.<br>ess a COVID-19 need  |
| See line 9  Allocation Type Direct Allocation Account Name ESSER III Function Code 1000 - Instruction  Please describe the expenditures with Supplies/Materials/Meals/Travel Expense Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022   | NO - this item is not marked for Learn<br>Account Number<br>95.1000.600.000<br>Object Code<br>600 - SUPPLIES AND MATERIALS<br>in the account and how they will addre<br>es for Adaptive Schools Foundation and A                                       | Allowable Use<br>3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.<br>ess a COVID-19 need  |
| See line 9 See line 1D: 109-3-0011 Allocation Type Direct Allocation Account Name ESSER III Function Code 1000 - Instruction Please describe the expenditures with Supplies/Materials/Meals/Travel Expense Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 Budgeted Expenditures in SFY 2023   | NO - this item is not marked for Learn<br>Account Number<br>95.1000.600.000<br>Object Code<br>600 - SUPPLIES AND MATERIALS<br>in the account and how they will addre<br>es for Adaptive Schools Foundation and A<br>\$0<br>\$3,500                     | Allowable Use<br>3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.<br>ess a COVID-19 need  |
| See line 9 ne Item ID: 109-3-0011 Allocation Type Direct Allocation Account Name ESSER III Function Code 1000 - Instruction Please describe the expenditures with  | NO - this item is not marked for Learn<br>Account Number<br>95.1000.600.000<br>Object Code<br>600 - SUPPLIES AND MATERIALS<br>in the account and how they will addre<br>es for Adaptive Schools Foundation and A<br>\$0<br>\$3,500<br>\$3,500          | Allowable Use          3 - Providing principals and other school leaders with resources to address individual school needs.         ess a COVID-19 need         Advanced Seminar Trainings                |
| See line 9<br>ne Item ID: 109-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Supplies/Materials/Meals/Travel Expense<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | NO - this item is not marked for Learn<br>Account Number<br>95.1000.600.000<br>Object Code<br>600 - SUPPLIES AND MATERIALS<br>in the account and how they will addre<br>es for Adaptive Schools Foundation and A<br>\$0<br>\$3,500<br>\$3,500<br>\$500 | Allowable Use          3 - Providing principals and other school leaders with resources to address individual school needs.         ess a COVID-19 need         Advanced Seminar Trainings         Status |

| Allocation Type                         | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |
|---|---|--|
| Direct Allocation                       | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |
| Account Name                            | Account Number  |  |
| ESSER III                               | 95.2410.320.000   |  |
| Function Code                           | Object Code Allowable Use   |  |
| 2410 - Office of the Principal Services | 320 - Professional-Education Services                                 | 3 - Providing principals and other school leaders with resources to address individual school needs. |

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

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$10,000 |               |
| Budgeted Expenditures in SFY 2023 | \$20,000 |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| Total Expenditures                | \$30,000 | Approved      |
| Line Item Comment from KSDE       |          |               |
|                                   |          |               |

| Allocation Type        | Is this Item for the 20% Min | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |
|------------------------|------------------------------|--|--|
| Direct Allocation      | NO - this item is not marked | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
| Account Name           | Account Number               |  |  |
| ESSER III              | 95.2130.700.000              |  |  |
| Function Code          | Object Code                  | Allowable Use  |  |
| 2130 - Health Services | 700 - PROPERTY               | 15 - Developing strategies and<br>implementing public health protocols<br>for the reopening and operation of<br>school facilities. |  |

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

| 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      | <u>Status</u> |
| Total Expenditures                | \$15,000 | Approved      |
|                                   |          |               |
| Line Item ID: 109-3-0020          |          |               |

| Allocation Type<br>Direct Allocation |  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |
|--------------------------------------|--|--|--|
| Account Name<br>ESSER III            | <u>Account Number</u><br>95.1000.110.000 |  |  |
| Function Code                        | Object Code                              | Allowable Use  |  |
| 1000 - Instruction                   | 110 - Regular Certified Salaries         | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.  |  |

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

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$15,000 |               |
| Budgeted Expenditures in SFY 2023 | \$65,000 |               |
| Budgeted Expenditures in SFY 2024 | \$10,000 | <u>Status</u> |
| Total Expenditures                | \$90,000 | Approved      |

Line Item ID: 109-3-0021

| Allocation Type<br>Direct Allocation |  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |
|--------------------------------------|--|--|--|
| Account Name                         | <u>Account Number</u><br>95.1000.600.000 |  |  |
| Function Code                        | Object Code                              | Allowable Use  |  |
| 1000 - Instruction                   | 600 - SUPPLIES AND MATERIALS             | 11A - Planning and implementing summer learning or enrichment  |  |

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

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

| \$0      |
|----------|
| \$3,000  |
| \$6,000  |
| \$1,000  |
| \$10,000 |
|          |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

programs.

| Allocation Type   | <u>Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure</u>   |  |
|---|--|--|
| Direct Allocation   | YES - this item is marked for Learning L   | oss Set Aside Expenditure  |
| Account Name  | Account Number   |  |
| ESSER III   | 95.1000.120.000  |  |
| Function Code   | Object Code  | Allowable Use  |
| 1000 - Instruction  | 120 - Regular Non-Certified Salaries   | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.  |
| Please describe the expenditures withi  | in the account and how they will address   | s a COVID-19 need  |
| Summer School Para Salaries-Six paras w individual student instruction and progra   | vill join the instructional staff for the East El<br>Im operations.  | ementary SLAM program to help with   |
| Budgeted Expenditures in SFY 2021   | \$0  |  |
| Budgeted Expenditures in SFY 2022   | \$10,000   |  |
| Budgeted Expenditures in SFY 2023   | \$25,000   |  |
| Budgeted Expenditures in SFY 2024   | \$5,000  | <u>Status</u>  |
| 5 1   |  |  |
| ne Item ID: 109-3-0029  | \$40,000<br>Is this Item for the 20% Minimuim Le   | Approved   |
| ine Item ID: 109-3-0029<br>Allocation Type  | \$40,000<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L   | earning Loss Set Aside Expenditure   |
| ine Item ID: 109-3-0029<br><u>Allocation Type</u><br>Direct Allocation  | Is this Item for the 20% Minimuim Le   | earning Loss Set Aside Expenditure   |
| ine Item ID: 109-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name   | <u>Is this Item for the 20% Minimuim Le</u><br>YES - this item is marked for Learning L  | earning Loss Set Aside Expenditure   |
| ine Item ID: 109-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name   | Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number   | earning Loss Set Aside Expenditure   |
| Total Expenditures ine Item ID: 109-3-0029 Allocation Type Direct Allocation Account Name ESSER III Function Code 2710 - Vehicle Operation  | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning L<br>Account Number<br>95.2710.120.000   | earning Loss Set Aside Expenditure<br>oss Set Aside Expenditure  |
| ine Item ID: 109-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>2710 - Vehicle Operation   | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning L<br>Account Number<br>95.2710.120.000<br>Object Code  | earning Loss Set Aside Expenditure<br>oss Set Aside Expenditure<br>Allowable Use<br>11A - Planning and implementing<br>summer learning or enrichment<br>programs.  |
| ne Item ID: 109-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>2710 - Vehicle Operation<br>Please describe the expenditures withi<br>Tranportation Salaries for Summer Schoo<br>in the outlying communities within our d<br>communities, we plan to have the deliver   | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning L<br>Account Number<br>95.2710.120.000<br>Object Code<br>120 - Regular Non-Certified Salaries  | earning Loss Set Aside Expenditure         oss Set Aside Expenditure         Allowable Use         11A - Planning and implementing summer learning or enrichment programs.         s a COVID-19 need         e transportation to those students who live the return back to the outlying ummer food program as well. |
| ne Item ID: 109-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>2710 - Vehicle Operation<br>Please describe the expenditures withi<br>Tranportation Salaries for Summer School<br>in the outlying communities within our d<br>communities, we plan to have the deliver<br>Transportation salaries will also include the   | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning L<br>Account Number<br>95.2710.120.000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>of-For our elementary SLAM, we will provid<br>istrict that are unable to get to school. On<br>rs deliver meals for students through the su  | earning Loss Set Aside Expenditure         oss Set Aside Expenditure         Allowable Use         11A - Planning and implementing summer learning or enrichment programs.         s a COVID-19 need         e transportation to those students who liv the return back to the outlying ummer food program as well.  |
| ne Item ID: 109-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>2710 - Vehicle Operation<br>Please describe the expenditures withi<br>Tranportation Salaries for Summer Schoo<br>in the outlying communities within our d<br>communities, we plan to have the deliver   | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning L<br>Account Number<br>95.2710.120.000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>of For our elementary SLAM, we will provid<br>istrict that are unable to get to school. On<br>rs deliver meals for students through the su<br>he salaries bus drivers for the Friday field to                   | earning Loss Set Aside Expenditure         oss Set Aside Expenditure         Allowable Use         11A - Planning and implementing summer learning or enrichment programs.         s a COVID-19 need         e transportation to those students who live the return back to the outlying ummer food program as well. |
| ne Item ID: 109-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>2710 - Vehicle Operation<br>Please describe the expenditures withi<br>Tranportation Salaries for Summer Schood<br>in the outlying communities within our d<br>communities, we plan to have the deliver<br>Transportation salaries will also include the<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning L<br>Account Number<br>95.2710.120.000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>of-For our elementary SLAM, we will provid<br>istrict that are unable to get to school. On<br>rs deliver meals for students through the su<br>he salaries bus drivers for the Friday field to<br>\$0            | earning Loss Set Aside Expenditure         oss Set Aside Expenditure         Allowable Use         11A - Planning and implementing summer learning or enrichment programs.         s a COVID-19 need         e transportation to those students who liv the return back to the outlying ummer food program as well.  |
| ne Item ID: 109-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>2710 - Vehicle Operation<br>Please describe the expenditures withi<br>Tranportation Salaries for Summer School<br>in the outlying communities within our d<br>communities, we plan to have the deliver<br>Transportation salaries will also include the<br>Budgeted Expenditures in SFY 2021                                      | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning L<br>Account Number<br>95.2710.120.000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>ol-For our elementary SLAM, we will provid<br>istrict that are unable to get to school. On<br>rs deliver meals for students through the su<br>he salaries bus drivers for the Friday field to<br>\$0<br>\$1,500 | earning Loss Set Aside Expenditure         oss Set Aside Expenditure         Allowable Use         11A - Planning and implementing summer learning or enrichment programs.         s a COVID-19 need         e transportation to those students who live the return back to the outlying ummer food program as well. |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |   |
|--|--|---|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure  |   |
| Account Name   | Account Number   |   |
| ESSER III  | 95.2710.626.000  |   |
| Function Code  | Object Code  | Allowable Use   |
| 2710 - Vehicle Operation   | 626 - Gasoline 11A - Planning and implem   |   |
|  |  | summer learning or enrichment programs.   |
| Please describe the expenditures wit   | hin the account and how they w   | ill address a COVID-19 need   |
| Fuel for Summer Programs   |  |   |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$500  |   |
| Budgeted Expenditures in SFY 2023  | \$500  |   |
| Budgeted Expenditures in SFY 2024  | \$500  | <u>Status</u>   |
| Total Expenditures   | \$1,500  | Approved  |
| Allocation Type  |  | <b>imuim Learning Loss Set Aside Expenditure</b><br>for Learning Loss Set Aside Expenditure   |
| ne Item ID: 109-3-0052<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III  | NO - this item is not marked<br><u>Account Number</u>  | <b>imuim Learning Loss Set Aside Expenditure</b><br>for Learning Loss Set Aside Expenditure   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III  | NO - this item is not marked<br><u>Account Number</u><br>109-30019   | for Learning Loss Set Aside Expenditure   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III<br>Function Code   | NO - this item is not marked<br><u>Account Number</u><br>109-30019<br><b>Object Code</b>   | for Learning Loss Set Aside Expenditure Allowable Use   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III  | NO - this item is not marked<br><u>Account Number</u><br>109-30019   | for Learning Loss Set Aside Expenditure           Allowable Use           13 - School facility repairs and improvements to enable operation of  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III<br>Function Code   | NO - this item is not marked<br><u>Account Number</u><br>109-30019<br><b>Object Code</b>   | for Learning Loss Set Aside Expenditure           Allowable Use           13 - School facility repairs and improvements to enable operation or schools to reduce risk of virus  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III<br>Function Code   | NO - this item is not marked<br><u>Account Number</u><br>109-30019<br><b>Object Code</b>   | for Learning Loss Set Aside Expenditure           Allowable Use           13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III<br>Function Code   | NO - this item is not marked<br><u>Account Number</u><br>109-30019<br><b>Object Code</b>   | for Learning Loss Set Aside Expenditure           Allowable Use           13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III<br>Function Code   | NO - this item is not marked<br>Account Number<br>109-30019<br>Object Code<br>700 - PROPERTY   | for Learning Loss Set Aside Expenditure           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.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with  | NO - this item is not marked<br>Account Number<br>109-30019<br>Object Code<br>700 - PROPERTY<br>hin the account and how they we<br>close of spaces. This allows for an   | for Learning Loss Set Aside Expenditure           Allowable Use           13 - School facility repairs and<br>improvements to enable operation of<br>schools to reduce risk of virus<br>transmission and exposure to<br>environmental health hazards, and to<br>support student health needs.           ill address a COVID-19 need |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>CoVid-19 caused students to be in too   | NO - this item is not marked<br>Account Number<br>109-30019<br>Object Code<br>700 - PROPERTY<br>hin the account and how they we<br>close of spaces. This allows for an   | for Learning Loss Set Aside Expenditure           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.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>CoVid-19 caused students to be in too<br>distancing. Stand alone movable tables   | NO - this item is not marked<br>Account Number<br>109-30019<br>Object Code<br>700 - PROPERTY<br>hin the account and how they we<br>close of spaces. This allows for an<br>and benches at high school.                    | for Learning Loss Set Aside Expenditure           Allowable Use           13 - School facility repairs and<br>improvements to enable operation of<br>schools to reduce risk of virus<br>transmission and exposure to<br>environmental health hazards, and to<br>support student health needs.           ill address a COVID-19 need |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>CoVid-19 caused students to be in too<br>distancing. Stand alone movable tables<br>Budgeted Expenditures in SFY 2021                                      | NO - this item is not marked<br>Account Number<br>109-30019<br>Object Code<br>700 - PROPERTY<br>hin the account and how they we<br>close of spaces. This allows for an<br>and benches at high school.<br>\$0             | for Learning Loss Set Aside Expenditure           Allowable Use           13 - School facility repairs and<br>improvements to enable operation of<br>schools to reduce risk of virus<br>transmission and exposure to<br>environmental health hazards, and to<br>support student health needs.           ill address a COVID-19 need |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>CoVid-19 caused students to be in too<br>distancing. Stand alone movable tables<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | NO - this item is not marked<br>Account Number<br>109-30019<br>Object Code<br>700 - PROPERTY<br>hin the account and how they we<br>close of spaces. This allows for an<br>and benches at high school.<br>\$0<br>\$18,500 | for Learning Loss Set Aside Expenditure           Allowable Use           13 - School facility repairs and<br>improvements to enable operation of<br>schools to reduce risk of virus<br>transmission and exposure to<br>environmental health hazards, and to<br>support student health needs.           ill address a COVID-19 need |

| Allocation Type   | Is this Item for the 20% Minimuim   | Learning Loss Set Aside Expenditure                                     |
|---|---|---|
| Direct Allocation   | NO - this item is not marked for Lear   |   |
| Account Name  | Account Number  |   |
| Esser III   | 109-3-0053  |   |
| Function Code   | Object Code   | Allowable Use   |
| 1000 - Instruction  | <b>Object Code</b><br>150 - Additional Compensation                                 | 1A - Any activity authorized by the                                     |
|   | 150 - Additional Compensation   | Elementary and Secondary Education<br>Act of 1965.                      |
| Please describe the expenditures with   | in the account and how they will addre  | ess a COVID-19 need   |
| •   | al responsibilities on employeess and fur<br>taff members that will be paid Decembe | • •   |
| Budgeted Expenditures in SFY 2021   | \$0   |   |
| Budgeted Expenditures in SFY 2022   | \$0   |   |
| Budgeted Expenditures in SFY 2023   | \$12,250  |   |
| Budgeted Expenditures in SFY 2024   | \$0   | <u>Status</u>   |
| Fotal Expenditures  | \$12,250  | Approved  |
| Allocation Type<br>Direct Allocation  | NO - this item is not marked for Lear   | Learning Loss Set Aside Expenditure<br>ning Loss Set Aside Expenditure  |
| Account Name  | Account Number  |   |
| Esser III   | 109-3-0056  |   |
| Function Code   | Object Code   | Allowable Use   |
| 2600 - Operation and Maintenance of   | 600 - SUPPLIES AND MATERIALS  | 7 - Purchasing supplies to sanitize an clean LEA and school facilities. |
| •   |   | clean LEA and school facilities.  |
| Plant Services (All except<br>Transportation)<br>Please describe the expenditures with  | in the account and how they will addro  |   |
| ransportation) Please describe the expenditures with Additional cleaning and sanitizing suppli  | es beyond normal operation for the cont   | ess a COVID-19 need   |
| ransportation)<br>lease describe the expenditures with<br>additional cleaning and sanitizing suppli<br>nplemented to assist in mitigation of Co   | es beyond normal operation for the cont   | ess a COVID-19 need   |
| ransportation)<br>Please describe the expenditures with<br>Additional cleaning and sanitizing suppli<br>mplemented to assist in mitigation of Co<br>Budgeted Expenditures in SFY 2021                                       | es beyond normal operation for the cont<br>oVid.                                    | ess a COVID-19 need   |
| ransportation) Please describe the expenditures with  | es beyond normal operation for the cont<br>oVid.<br>\$0                             | ess a COVID-19 need   |
| Transportation)<br>Please describe the expenditures with<br>Additional cleaning and sanitizing suppli<br>mplemented to assist in mitigation of Co<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | es beyond normal operation for the cont<br>oVid.<br>\$0<br>\$9,800                  |   |

| Allocation Type   | Is this Item for the 20% Minimuim L  | •  |  |  |
|---|--|--|--|--|
| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure  |  |  |  |
| Account Name  | Account Number   |  |  |  |
| Esser III   | 109-3-0058   |  |  |  |
| Function Code   | Object Code  | Allowable Use  |  |  |
| 1000 - Instruction  | 220 - Social Security Contributions  | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.  |  |  |
| Please describe the expenditures with   | in the account and how they will addres  | ss a COVID-19 need   |  |  |
| Social Security for Summer School Teach social distancing and smaller classrooms  | ers, Paraprofessionerals, Bus Drivers for le   | earning losses and Additional Teachers for   |  |  |
| Budgeted Expenditures in SFY 2021   | \$0  |  |  |  |
| Budgeted Expenditures in SFY 2022   | \$2,400  |  |  |  |
|   | \$13,150   |  |  |  |
| Budgeted Expenditures in SFY 2023   |  |  |  |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024  | \$1,575  | <u>Status</u>  |  |  |
| Budgeted Expenditures in SFY 2024   | \$1,575<br>\$17,125  | <u>Status</u><br>Approved  |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   |  |  |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   |  |  |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 109-3-0058<br>Allocation Type  | \$17,125   | Approved   |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   | \$17,125   | Approved   |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 109-3-0058<br>Allocation Type   | \$17,125   | Approved   |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 109-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$17,125<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I  | Approved   |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 109-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III   | \$17,125<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number  | Approved   |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 109-3-0058<br>Allocation Type<br>Direct Allocation  | \$17,125<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>109-3-0058  | Approved<br><u>earning Loss Set Aside Expenditure</u><br>Loss Set Aside Expenditure  |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 109-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III<br>Function Code<br>1000 - Instruction  | \$17,125<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>109-3-0058<br>Object Code<br>260 - Unemployment Compensation  | Approved  Approved  Approved  Approved  Allowable Use  11A - Planning and implementing summer learning or enrichment programs.   |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 109-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withing  | \$17,125<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning I<br>Account Number<br>109-3-0058<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address   | Approved  Approved  Approved  Approved  Allowable Use  11A - Planning and implementing summer learning or enrichment programs.   |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 109-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>Unemplopyment Compensation for addii<br>distancing to reduce class sizes.   | \$17,125<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning I<br>Account Number<br>109-3-0058<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address   | Approved App |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 109-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Unemplopyment Compensation for addi<br>distancing to reduce class sizes.<br>Budgeted Expenditures in SFY 2021                                      | \$17,125<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning I<br>Account Number<br>109-3-0058<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>tional teachers for learning loss in summe   | Approved App |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 109-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Unemplopyment Compensation for addi<br>distancing to reduce class sizes.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$17,125<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning I<br>Account Number<br>109-3-0058<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>tional teachers for learning loss in summe<br>\$0                                      | Approved App |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 109-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Unemplopyment Compensation for addi  | \$17,125<br><b>Is this Item for the 20% Minimuim Le</b><br>YES - this item is marked for Learning I<br><b>Account Number</b><br>109-3-0058<br><b>Object Code</b><br>260 - Unemployment Compensation<br><b>in the account and how they will address</b><br>tional teachers for learning loss in summe<br>\$0<br>\$275 | Approved App |  |  |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |  |  |  |
|--|---|--|--|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure   |  |  |  |
| Account Name   | Account Number  |  |  |  |
| Esser III  | 109-3-0059  |  |  |  |
| Function Code  | Object Code   | Allowable Use  |  |  |
| 1000 - Instruction   | 222 - Medicare - Employer's<br>Contribution   | 1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965.  |  |  |
| Please describe the expenditures withi   | in the account and how they will ac   | dress a COVID-19 need  |  |  |
| Medicare coverage for teachers and staff   | for learning loss and social distancin  | g to reduce class sizes.   |  |  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |  |  |
| Budgeted Expenditures in SFY 2022  | \$250   |  |  |  |
| Budgeted Expenditures in SFY 2023  | \$625   |  |  |  |
|  | \$210   | Status   |  |  |
| Budgeted Expenditures in SFY 2024  | \$210   | <u>Status</u>  |  |  |
| ne Item ID: 109-3-0060   | \$1,085   | Approved   |  |  |
| Total Expenditures ne Item ID: 109-3-0060 Allocation Type  | \$1,085   | Approved   |  |  |
| Total Expenditures ne Item ID: 109-3-0060 Allocation Type Direct Allocation  | \$1,085<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for Le   | Approved   |  |  |
| Total Expenditures ne Item ID: 109-3-0060 Allocation Type Direct Allocation Account Name   | \$1,085<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for Lu<br>Account Number   | Approved   |  |  |
| Total Expenditures ne Item ID: 109-3-0060 Allocation Type Direct Allocation Account Name Esser III   | \$1,085<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for La<br>Account Number<br>109-3-0060   | Approved<br>im Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure   |  |  |
| Total Expenditures<br>ne Item ID: 109-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III<br>Function Code   | \$1,085<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for La<br>Account Number<br>109-3-0060<br>Object Code  | Approved<br>Im Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure<br>Allowable Use  |  |  |
| Total Expenditures ne Item ID: 109-3-0060 Allocation Type Direct Allocation Account Name Esser III   | \$1,085<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for La<br>Account Number<br>109-3-0060   | Approved<br>im Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure<br>Allowable Use<br>1A - Any activity authorized by the   |  |  |
| Total Expenditures<br>ne Item ID: 109-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Esser III<br>Function Code   | \$1,085<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for Le<br>Account Number<br>109-3-0060<br>Object Code<br>210 - Group Insurance   | Approved<br>im Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure<br>Allowable Use<br>1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965.                           |  |  |
| Total Expenditures ne Item ID: 109-3-0060 Allocation Type Direct Allocation Account Name Esser III Function Code 1000 - Instruction  | \$1,085<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for Le<br>Account Number<br>109-3-0060<br>Object Code<br>210 - Group Insurance   | Approved<br>im Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure<br>Allowable Use<br>1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965.<br>Idress a COVID-19 need |  |  |
| Total Expenditures ne Item ID: 109-3-0060 Allocation Type Direct Allocation Account Name Esser III Function Code 1000 - Instruction Please describe the expenditures withi Health insurance for additonal teachers t   | \$1,085<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for Le<br>Account Number<br>109-3-0060<br>Object Code<br>210 - Group Insurance   | Approved<br>im Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure<br>Allowable Use<br>1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965.<br>Idress a COVID-19 need |  |  |
| Total Expenditures ne Item ID: 109-3-0060 Allocation Type Direct Allocation Account Name Esser III Function Code 1000 - Instruction Please describe the expenditures withi Health insurance for addtional teachers t Budgeted Expenditures in SFY 2021                                     | \$1,085<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for La<br>Account Number<br>109-3-0060<br>Object Code<br>210 - Group Insurance<br>in the account and how they will account account and how they will account account and how they will account a | Approved<br>im Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure<br>Allowable Use<br>1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965.<br>Idress a COVID-19 need |  |  |
| Total Expenditures ne Item ID: 109-3-0060 Allocation Type Direct Allocation Account Name Esser III Function Code 1000 - Instruction Please describe the expenditures withi   | \$1,085<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for Li<br>Account Number<br>109-3-0060<br>Object Code<br>210 - Group Insurance<br>in the account and how they will ac<br>o create smaller class sizes in first and<br>\$0  | Approved<br>im Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure<br>Allowable Use<br>1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965.<br>Idress a COVID-19 need |  |  |
| Total Expenditures Ine Item ID: 109-3-0060 Allocation Type Direct Allocation Account Name Esser III Function Code 1000 - Instruction Please describe the expenditures withi Health insurance for additional teachers t Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$1,085<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for Le<br>Account Number<br>109-3-0060<br>Object Code<br>210 - Group Insurance<br>in the account and how they will ac<br>o create smaller class sizes in first and<br>\$0<br>\$0<br>\$0  | Approved<br>im Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure<br>Allowable Use<br>1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965.<br>Idress a COVID-19 need |  |  |

# **ESSER III APPLICATION FOR D0114**

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

# **Authorized Representative of the District Information**

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

# **Plan for Safe Return**

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

https://www.usd114.org/page/21-22-covid-19-resource-page

# **Use of Funds for CDC Guidance**

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

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

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

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

# Stakeholder Engagement

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

# Students

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

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

## Families

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

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

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

## School and District Administrators including Special Education Administration

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

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

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

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

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

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

# Tribes

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

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

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

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

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

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

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

- K-12 Math Curriculum (Reveal)
- Cloud 9 SEL Curriculum for PreK-12
- Two certified elementary teachers
- 1.5 Reading Specialists to help recover student learning loss
- Two nursing assistants to help with contact tracing, testing, and quarantine guidelines

- One full-time substitute teacher to provide a reliable substitute in the classroom for staff members missing due to COVIDrelated situations

- Additional route bus for an added route to increase social distancing by reducing the number of students on an extremely crowded bus

- Updated student Chromebooks to replace older ones that were not dependable to ensure the Remote Learning process is as seamless as possible

- K-12 Math Intervention curriculum (Numbers World)
- K-12 Reading Intervention curriculum (Sonday Reading Intervention)

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

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

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

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

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

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

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

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

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

- Overhaul of the middle and high school MTSS process

- Purchase of a more intense mathematics intervention curriculum (2021-2022)

- The staff decided that Numbers World looked to be the most effective intervention

- Purchase of an updated and consistent K-12 mathematics curriculum to have all buildings and grade levels in the same curriculum consistently throughout their time in school (2021-2022)

- staff decided to recommend purchasing the Reveal Math curriculum for grades K-12

- Initial assessment scores from last year are showing that these steps are having a noticeable impact on the district math scores. On the KSDE accountability report, the overall district percentage of students in levels 3&4 on the state assessment was 15.8% as compared to the state average of 27.89%. This past year, the overall percentage increased to 32.37% as compared to the state average of 30.86%. The overall district performance increased into these levels, in one year's time, 15.06%. We feel that is a dramatic change and turnaround in a very short time.

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

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

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

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

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

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

"What Does the Research Say?" CASEL, Collaborative for Academic and Social Emotional Learning, 26 May 2022, https://casel.org/fundamentals-of-sel/what-does-the-research-

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

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

say/#:~:text=About%2090%25%20of%20elementary%20and,with%20lower%20reported%20well%2Dbeing.

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

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

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

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

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

# Allocations

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

# Line Items

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

# Line Item Details

| Line Item ID: 114-3-0031                           |   |  |
|--|---|--|
| Allocation Type                                    | Is this Item for the 20% Minimu         | im Learning Loss Set Aside Expenditure   |
| Direct Allocation                                  | NO - this item is not marked for L      | earning Loss Set Aside Expenditure   |
| Account Name                                       | Account Number                          |  |
| Repairs and Equipment                              | 07-2400-800-03                          |  |
| Function Code                                      | Object Code                             | Allowable Use  |
| 2400 - Support Services (School<br>Administration) | 800 - DEBT SERVICE AND<br>MISCELLANEOUS | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students. |

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

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

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$0      |
| Budgeted Expenditures in SFY 2024 | \$33,050 |
| Total Expenditures                | \$33,050 |
|                                   |          |

| <u>Status</u>     |  |
|-------------------|--|
| Task Force Review |  |

| <u>Allocation Type</u><br>Direct Allocation | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning | Learning Loss Set Aside Expenditure  |
|---|---|--|
| Account Name<br>ESSER III Certified         | Account Number<br>07-1000-110-03  |  |
| Function Code                               | Object Code   | Allowable Use  |
| 1000 - Instruction                          | 110 - Regular Certified Salaries  | 15 - Developing strategies and<br>implementing public health protocols<br>for the reopening and operation of<br>school facilities. |

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

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

| Allocation Type<br>Direct Allocation            | <u>Is this Item for the 20% Minimuim Leans</u><br>NO - this item is not marked for Learnin | •  |
|---|--|--|
| <u>Account Name</u><br>ESSER III Non-Certifie3d | <u>Account Number</u><br>07-1000-115-03  |  |
| Function Code                                   | Object Code  | Allowable Use  |
| 1000 - Instruction                              | 115 - Temporary Certified Substitutes'<br>Salaries for Certified Staff                     | 3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs. |
|   |  | address individual school needs.   |

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

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

| Allocation Type   | <u>Is this Item for the 20% Minimuim L</u>   | earning Loss Set Aside Expenditure   |
|---|--|--|
| Direct Allocation   | NO - this item is not marked for Learni  | ing Loss Set Aside Expenditure   |
| Account Name  | Account Number   |  |
| ESSER II Non-Certified  | 07-1000-120-03   |  |
| Function Code   | Object Code  | Allowable Use  |
| 1000 - Instruction  | 120 - Regular Non-Certified Salaries   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures withi  | n the account and how they will addres   | ss a COVID-19 need   |
| especially in Math and Reading. We did r<br>that we needed to hire additional staff m   | e concerned with the learning loss in our s<br>not need a new curriculum like we did in N<br>embers. We were able to hire certified Re<br>s also spend additional time either one-or<br>d Students with Disabilities students.   | Nath but saw the need through our data ading Specialists to address learning loss  |
| Budgeted Expenditures in SFY 2021   | \$0  |  |
|   | \$0  |  |
| Budgeted Expenditures in SFY 2022   | 40   |  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | \$28,589   |  |
| Budgeted Expenditures in SFY 2023   | ·  | <u>Status</u>  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures  | \$28,589   | <u>Status</u><br>Approved  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0005<br>Allocation Type   | \$28,589<br><u>\$35,424</u><br>\$64,013<br><u>Is this Item for the 20% Minimuim L</u>  | Approved   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0005<br>Allocation Type<br>Direct Allocation  | \$28,589<br><u>\$35,424</u><br>\$64,013<br><u>Is this Item for the 20% Minimuim L</u><br>NO - this item is not marked for Learning   | Approved   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$28,589<br><u>\$35,424</u><br>\$64,013<br><u>Is this Item for the 20% Minimuim L</u><br>NO - this item is not marked for Learni<br><u>Account Number</u>  | Approved   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$28,589<br><u>\$35,424</u><br>\$64,013<br><u>Is this Item for the 20% Minimuim L</u><br>NO - this item is not marked for Learning   | Approved   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Instruction   | \$28,589<br><u>\$35,424</u><br>\$64,013<br><u>Is this Item for the 20% Minimuim L</u><br>NO - this item is not marked for Learni<br><u>Account Number</u>  | Approved   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0005<br>Allocation Type<br>Direct Allocation  | \$28,589<br><u>\$35,424</u><br>\$64,013<br><u>Is this Item for the 20% Minimuim L</u><br>NO - this item is not marked for Learning<br><u>Account Number</u><br>07-1000-120-03  | Approved  earning Loss Set Aside Expenditure  ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Instruction<br>Function Code<br>1000 - Instruction  | \$28,589<br><u>\$35,424</u><br>\$64,013<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>07-1000-120-03<br><b>Object Code</b><br>120 - Regular Non-Certified Salaries  | Approved         earning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.                            |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Instruction<br>Function Code<br>1000 - Instruction  | \$28,589<br><u>\$35,424</u><br>\$64,013<br><u>Is this Item for the 20% Minimuim L</u><br>NO - this item is not marked for Learni<br><u>Account Number</u><br>07-1000-120-03<br><u>Object Code</u>  | Approved         earning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Instruction<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Premium Pay for Non-Certified Staff. \$10   | \$28,589<br><u>\$35,424</u><br>\$64,013<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>07-1000-120-03<br><b>Object Code</b><br>120 - Regular Non-Certified Salaries<br>in the account and how they will address  | Approved         earning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Instruction<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Premium Pay for Non-Certified Staff. \$10<br>Budgeted Expenditures in SFY 2021                                      | \$28,589<br><u>\$35,424</u><br>\$64,013<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>07-1000-120-03<br><b>Object Code</b><br>120 - Regular Non-Certified Salaries<br><b>in the account and how they will addres</b><br>00 per staff member for forty-one staff m   | Approved         earning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Instruction<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Premium Pay for Non-Certified Staff. \$10<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$28,589<br><u>\$35,424</u><br>\$64,013<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>07-1000-120-03<br><b>Object Code</b><br>120 - Regular Non-Certified Salaries<br><b>in the account and how they will address</b><br>00 per staff member for forty-one staff member fo | Approved         earning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Instruction<br>Function Code<br>1000 - Instruction  | \$28,589<br>\$35,424<br>\$64,013<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-1000-120-03<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>00 per staff member for forty-one staff m<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0  | Approved         earning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |

| Allocation Type  |   | nuim Learning Loss Set Aside Expenditure   |
|--|---|--|
| Direct Allocation  | YES - this item is marked for Le  | arning Loss Set Aside Expenditure  |
| Account Name   | Account Number  |  |
| Instruction  | 07-1000-210-03  |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 210 - Group Insurance   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures withi   | in the account and how they will  | address a COVID-19 need  |
| Fringe Package for Reading Para-Profess  | -   |  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |
| Budgeted Expenditures in SFY 2023  | \$9,045   |  |
| Budgeted Eugenditures in CEV 2024  | \$9,045   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024  |   |  |
| Total Expenditures ne Item ID: 114-3-0007 Allocation Type  |   | Approved<br>nuim Learning Loss Set Aside Expenditure<br>arning Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 114-3-0007 Allocation Type Direct Allocation Account Name Insurance   | Is this Item for the 20% Minin<br>YES - this item is marked for Lea<br>Account Number<br>07-1000-210-03   | nuim Learning Loss Set Aside Expenditure<br>arning Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 114-3-0007 Allocation Type Direct Allocation Account Name Insurance Function Code   | Is this Item for the 20% Minin<br>YES - this item is marked for Lea<br>Account Number<br>07-1000-210-03<br>Object Code                          | nuim Learning Loss Set Aside Expenditure<br>arning Loss Set Aside Expenditure<br>Allowable Use   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0007<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Insurance<br>Function Code<br>1000 - Instruction  | Is this Item for the 20% Minin<br>YES - this item is marked for Lea<br>Account Number<br>07-1000-210-03   | nuim Learning Loss Set Aside Expenditure<br>arning Loss Set Aside Expenditure<br>Allowable Use<br>15 - Developing strategies and   |
| Total Expenditures ne Item ID: 114-3-0007 Allocation Type Direct Allocation Account Name Insurance Function Code   | Is this Item for the 20% Minin<br>YES - this item is marked for Lea<br>Account Number<br>07-1000-210-03<br>Object Code<br>210 - Group Insurance | nuim Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         Allowable Use         15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities. |
| Total Expenditures ne Item ID: 114-3-0007 Allocation Type Direct Allocation Account Name Insurance Function Code 1000 - Instruction Please describe the expenditures withi   | Is this Item for the 20% Minin<br>YES - this item is marked for Lea<br>Account Number<br>07-1000-210-03<br>Object Code<br>210 - Group Insurance | nuim Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         Allowable Use         15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities. |
| Total Expenditures Ine Item ID: 114-3-0007 Allocation Type Direct Allocation Account Name Insurance Function Code 1000 - Instruction Please describe the expenditures withi Additional Teacher Fringe Benefits   | Is this Item for the 20% Minin<br>YES - this item is marked for Lea<br>Account Number<br>07-1000-210-03<br>Object Code<br>210 - Group Insurance | nuim Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         Allowable Use         15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities. |
| Total Expenditures Total Expenditures Ine Item ID: 114-3-0007 Allocation Type Direct Allocation Account Name Insurance Function Code 1000 - Instruction Please describe the expenditures withi Additional Teacher Fringe Benefits Budgeted Expenditures in SFY 2021                | Is this Item for the 20% Minin<br>YES - this item is marked for Lea<br>Account Number<br>07-1000-210-03<br>Object Code<br>210 - Group Insurance | nuim Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         Allowable Use         15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities. |
| Total Expenditures Ine Item ID: 114-3-0007 Allocation Type Direct Allocation Account Name Insurance Function Code 1000 - Instruction Please describe the expenditures withi Additional Teacher Fringe Benefits Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | Is this Item for the 20% Minin<br>YES - this item is marked for Lea<br>Account Number<br>07-1000-210-03<br>Object Code<br>210 - Group Insurance | nuim Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         Allowable Use         15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities. |
| Total Expenditures ne Item ID: 114-3-0007 Allocation Type Direct Allocation Account Name Insurance Function Code 1000 - Instruction  | Is this Item for the 20% Minin<br>YES - this item is marked for Lea<br>Account Number<br>07-1000-210-03<br>Object Code<br>210 - Group Insurance | nuim Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         Allowable Use         15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities. |

| Allocation Type   | <u>Is this Item for the 20% Minimuim L</u>  | •  |
|---|---|--|
| Direct Allocation   | NO - this item is not marked for Learn  | ing Loss Set Aside Expenditure   |
| Account Name  | Account Number  |  |
| Employer Share of FICA  | 07-1000-220-03  |  |
| Function Code   | Object Code   | Allowable Use  |
| 1000 - Instruction  | 220 - Social Security Contributions   | 15 - Developing strategies and<br>implementing public health protocols<br>for the reopening and operation of<br>school facilities. |
| Please describe the expenditures with   | in the account and how they will addre  | ss a COVID-19 need   |
| Additional Teachers Social Security Cont  | -   |  |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$0   |  |
| Budgeted Expenditures in SFY 2023   | \$8,617   |  |
|   | \$8,961   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024   |   |  |
| Total Expenditures  | \$17,578  | Approved   |
| Total Expenditures  | \$17,578  |  |
| Total Expenditures<br>ine Item ID: 114-3-0009<br>Allocation Type  | \$17,578<br>Is this Item for the 20% Minimuim L   | earning Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 114-3-0009<br>Allocation Type<br>Direct Allocation  | \$17,578<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn   | earning Loss Set Aside Expenditure   |
| Total Expenditures<br>ine Item ID: 114-3-0009<br>Allocation Type<br>Direct Allocation   | \$17,578<br>Is this Item for the 20% Minimuim L   | earning Loss Set Aside Expenditure   |
| Total Expenditures<br>ine Item ID: 114-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Employer Share of FICA for Non-<br>Certified   | \$17,578<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number   | earning Loss Set Aside Expenditure   |
| Total Expenditures<br>ine Item ID: 114-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Employer Share of FICA for Non-<br>Certified   | \$17,578<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-1000-220-03   | Learning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure Allowable Use 12 - Addressing learning loss among            |
| Total Expenditures<br>ine Item ID: 114-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Employer Share of FICA for Non-<br>Certified<br>Function Code  | \$17,578<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-1000-220-03<br>Object Code  | earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use  |
| Total Expenditures<br>ine Item ID: 114-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Employer Share of FICA for Non-<br>Certified<br>Function Code<br>1000 - Instruction  | \$17,578<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-1000-220-03<br>Object Code  | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations.                                      |
| Total Expenditures<br>ine Item ID: 114-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Employer Share of FICA for Non-<br>Certified<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with   | \$17,578<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-1000-220-03<br>Object Code<br>220 - Social Security Contributions   | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations.                                      |
| Total Expenditures<br>ine Item ID: 114-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Employer Share of FICA for Non-<br>Certified<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>FICA for non-certified   | \$17,578<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-1000-220-03<br>Object Code<br>220 - Social Security Contributions   | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations.                                      |
| Total Expenditures ine Item ID: 114-3-0009 Allocation Type Direct Allocation Account Name Employer Share of FICA for Non- Certified Function Code 1000 - Instruction Please describe the expenditures with FICA for non-certified Budgeted Expenditures in SFY 2021   | \$17,578<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-1000-220-03<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address   | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations.                                      |
| Total Expenditures ine Item ID: 114-3-0009 Allocation Type Direct Allocation Account Name Employer Share of FICA for Non- Certified Function Code 1000 - Instruction  | \$17,578<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-1000-220-03<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>\$0                                    | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations.                                      |
| Total Expenditures<br>ine Item ID: 114-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Employer Share of FICA for Non-<br>Certified<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>FICA for non-certified<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$17,578<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>07-1000-220-03<br><b>Object Code</b><br>220 - Social Security Contributions<br>in the account and how they will address<br>\$0<br>\$0<br>\$0 | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations.                                      |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure<br>Account Number   |  |
|--|---|--|
| Direct Allocation  |   |  |
| Account Name   |   |  |
| Unemployment   | 07-1000-250-03  |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 250 - Tuition Reimbursement   | 15 - Developing strategies and<br>implementing public health protocols<br>for the reopening and operation of<br>school facilities.         |
| Please describe the expenditures withi<br>Additional Teachers Unemployment Con   | -   | ress a COVID-19 need   |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |
| Budgeted Expenditures in SFY 2023  | \$1,162   |  |
| buugeteu Expenditures în 51 î 2025   |   |  |
| •  | \$1,185   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0011<br>Allocation Type   | \$2,347<br>Is this Item for the 20% Minimuin  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 114-3-0011<br>Allocation Type<br>Direct Allocation   | \$2,347   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 114-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$2,347<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 114-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Unemployment<br>Function Code  | \$2,347<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 114-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Unemployment   | \$2,347<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>07-1000-250-03  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 114-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Unemployment<br>Function Code  | \$2,347<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>07-1000-250-03<br>Object Code<br>250 - Tuition Reimbursement  | Approved Approved Approved Approved Approved Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Unemployment<br>Function Code<br>1000 - Instruction   | \$2,347<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>07-1000-250-03<br>Object Code<br>250 - Tuition Reimbursement<br>in the account and how they will add  | Approved Approved Approved Approved Approved Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Unemployment<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Non-certified unemploment contribution   | \$2,347<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>07-1000-250-03<br>Object Code<br>250 - Tuition Reimbursement<br>in the account and how they will add  | Approved Approved Approved Approved Approved Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Unemployment<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Non-certified unemploment contribution<br>Budgeted Expenditures in SFY 2021                                      | \$2,347<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>07-1000-250-03<br>Object Code<br>250 - Tuition Reimbursement<br>in the account and how they will add<br>as by employer                      | Approved Approved Approved Approved Approved Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Unemployment<br>Function Code<br>1000 - Instruction   | \$2,347<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>07-1000-250-03<br>Object Code<br>250 - Tuition Reimbursement<br>in the account and how they will add<br>as by employer<br>\$0               | Approved Approved Approved Approved Approved Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Unemployment<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Non-certified unemploment contribution<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$2,347<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>07-1000-250-03<br>Object Code<br>250 - Tuition Reimbursement<br>in the account and how they will add<br>as by employer<br>\$0<br>\$0<br>\$0 | Approved Approved Approved Approved Approved Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. |

| Allocation Type       | <u>Is this Item for the 20% Minimuim L</u>             | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure       |  |
|-----------------------|--|---|--|
| Direct Allocation     | YES - this item is marked for Learning                 | YES - this item is marked for Learning Loss Set Aside Expenditure           |  |
| Account Name          | Account Number   |   |  |
| Purchased Instruction | 07-1000-300-03   |   |  |
| Function Code         | Object Code  | Allowable Use   |  |
| 1000 - Instruction    | 300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES | 9 - Purchasing educational technology<br>(including hardware, software, and |  |
|                       |  | connectivity) for the LEA's students.                                       |  |

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

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$42,391 |               |
| Budgeted Expenditures in SFY 2024 | \$42,817 | <u>Status</u> |
| <br>Total Expenditures            | \$85,208 | Approved      |

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have an adequate curriculum for this to happen which required the purchase of a new updated one. We felt that since COVID-19 had created a worldwide health pandemic, increasing the education and awareness of our students by creating a Health class would go towards locally helping to prevent the cause and spread of the virus, through a current and updated curriculum.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$0     |
| Budgeted Expenditures in SFY 2023 | \$2,801 |
| Budgeted Expenditures in SFY 2024 | \$0     |
| Total Expenditures                | \$2,801 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type    | Is this Item for the 20% Min    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |
|--------------------|---------------------------------|--|--|
| Direct Allocation  | YES - this item is marked for L | YES - this item is marked for Learning Loss Set Aside Expenditure  |  |
| Account Name       | Account Number                  | Account Number   |  |
| Instructional      | 07-1000-730-03                  |  |  |
| Function Code      | Object Code                     | Allowable Use  |  |
| 1000 - Instruction | 730 - Equipment                 | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students. |  |

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

| Line Item ID: 114-3-0016          |          |               |
|-----------------------------------|----------|---------------|
| Total Expenditures                | \$28,638 | Approved      |
| Budgeted Expenditures in SFY 2024 | \$14,319 | <u>Status</u> |
| Budgeted Expenditures in SFY 2023 | \$14,319 |               |
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2021 | \$0      |               |

| Allocation Type    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |
|--------------------|---|---|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |
| Account Name       | Account Number  |   |
| SEL Curriculum     | 07-1000-730-03  |   |
| Function Code      | Object Code   | Allowable Use                                       |
| 1000 - Instruction | 800 - DEBT SERVICE AND<br>MISCELLANEOUS                               | 10 - Providing mental health services and supports. |

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

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$84,604 |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| Total Expenditures                | \$84,604 | Approved      |

#### Line Item Comment from KSDE

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

| Allocation Type<br>Direct Allocation               |   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
|--|---|---|--|
| <u>Account Name</u><br>Repairs and Equipment       | <u>Account Number</u><br>07-2400-800-03 |   |  |
| Function Code                                      | Object Code                             | Allowable Use   |  |
| 2400 - Support Services (School<br>Administration) | 800 - DEBT SERVICE AND<br>MISCELLANEOUS | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students.                          |  |

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

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

Line Item ID: 114-3-0018

| Allocation Type Direct Allocation                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
|--|---|--|--|
| Account Name                                       | Account Number  |  |  |
| Other Expenditures Function Code                   | 07-1000-700-03<br><b>Object Code</b>  | Allowable Use  |  |
| 2400 - Support Services (School<br>Administration) | 800 - DEBT SERVICE AND<br>MISCELLANEOUS   | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students. |  |

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

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

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$5,800  |
| Budgeted Expenditures in SFY 2024 | \$5,800  |
| Total Expenditures                | \$11,600 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| llocation Type  | <u>Is this Item for the 20% Minimuim L</u>  | •  |
|---|---|--|
| Direct Allocation   | NO - this item is not marked for Learn  | ing Loss Set Aside Expenditure   |
| Account Name  | Account Number  |  |
| ESSER III Non-Certified   | 07-2600-120-03  |  |
| Function Code   | Object Code   | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)  | 120 - Regular Non-Certified Salaries  | 3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.   |
| Please describe the expenditures with   | in the account and how they will addres   | ss a COVID-19 need   |
| Additional Custodian and Additional Ove   | ertime  |  |
| 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  | <u>Status</u>  |
|   |   |  |
| <b>Line Item Comment from KSDE</b><br>Per narrative, "Riverside will also continua<br>additional custodian, 1.5 Reading Specia  | \$80,000<br>e using funds to pay for two certified staff<br>lists, and two full-time nurse assistants."   | Approved<br>f teachers, one full-time substitute, one  |
| Total Expenditures<br>Line Item Comment from KSDE<br>Per narrative, "Riverside will also continu-<br>additional custodian, 1.5 Reading Specia<br>ne Item ID: 114-3-0020<br>Allocation Type  | e using funds to pay for two certified staff  | f teachers, one full-time substitute, one  |
| Line Item Comment from KSDE<br>Per narrative, "Riverside will also continu-<br>additional custodian, 1.5 Reading Specia<br>ne Item ID: 114-3-0020   | e using funds to pay for two certified staff<br>lists, and two full-time nurse assistants."   | f teachers, one full-time substitute, one  |
| Line Item Comment from KSDE<br>Per narrative, "Riverside will also continue<br>additional custodian, 1.5 Reading Specia<br>ne Item ID: 114-3-0020<br>Allocation Type  | e using funds to pay for two certified staff<br>lists, and two full-time nurse assistants."<br>Is this Item for the 20% Minimuim L  | f teachers, one full-time substitute, one  |
| Line Item Comment from KSDE<br>Per narrative, "Riverside will also continue<br>additional custodian, 1.5 Reading Special<br>ne Item ID: 114-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name  | e using funds to pay for two certified staff<br>lists, and two full-time nurse assistants."<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni   | f teachers, one full-time substitute, one  |
| Line Item Comment from KSDE<br>Per narrative, "Riverside will also continue<br>additional custodian, 1.5 Reading Specia<br>ne Item ID: 114-3-0020<br>Allocation Type<br>Direct Allocation   | e using funds to pay for two certified staff<br>lists, and two full-time nurse assistants."<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number  | f teachers, one full-time substitute, one  |
| Line Item Comment from KSDE<br>Per narrative, "Riverside will also continue<br>additional custodian, 1.5 Reading Special<br>ne Item ID: 114-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Insurance   | e using funds to pay for two certified staff<br>lists, and two full-time nurse assistants."<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2600-210-03   | teachers, one full-time substitute, one<br>earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure  |
| Line Item Comment from KSDE Per narrative, "Riverside will also continue additional custodian, 1.5 Reading Special ne Item ID: 114-3-0020 Allocation Type Direct Allocation Account Name Insurance Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation)   | e using funds to pay for two certified staff<br>lists, and two full-time nurse assistants."<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2600-210-03<br>Object Code  | Iteachers, one full-time substitute, one         Iteachers, one full-time substitute, one |
| Line Item Comment from KSDE Per narrative, "Riverside will also continue additional custodian, 1.5 Reading Special ne Item ID: 114-3-0020 Allocation Type Direct Allocation Account Name Insurance Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation)   | e using funds to pay for two certified staff<br>lists, and two full-time nurse assistants."<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2600-210-03<br>Object Code<br>210 - Group Insurance   | Iteachers, one full-time substitute, one         Iteachers, one full-time substitute, one |
| Line Item Comment from KSDE Per narrative, "Riverside will also continue additional custodian, 1.5 Reading Special ne Item ID: 114-3-0020 Allocation Type Direct Allocation Account Name Insurance Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures within   | e using funds to pay for two certified staff<br>lists, and two full-time nurse assistants."<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2600-210-03<br>Object Code<br>210 - Group Insurance   | Iteachers, one full-time substitute, one         Iteachers, one full-time substitute, one |
| Line Item Comment from KSDE Per narrative, "Riverside will also continue additional custodian, 1.5 Reading Special ne Item ID: 114-3-0020 Allocation Type Direct Allocation Account Name Insurance Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures withi Health Insurance for Custodian   | e using funds to pay for two certified staff<br>lists, and two full-time nurse assistants."<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2600-210-03<br>Object Code<br>210 - Group Insurance   | Iteachers, one full-time substitute, one         Iteachers, one full-time substitute, one |
| Line Item Comment from KSDE Per narrative, "Riverside will also continue additional custodian, 1.5 Reading Special ne Item ID: 114-3-0020 Allocation Type Direct Allocation Account Name Insurance Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures withi Health Insurance for Custodian Budgeted Expenditures in SFY 2021                                   | e using funds to pay for two certified staff<br>lists, and two full-time nurse assistants."<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2600-210-03<br>Object Code<br>210 - Group Insurance   | Iteachers, one full-time substitute, one         Iteachers, one full-time substitute, one |
| Line Item Comment from KSDE Per narrative, "Riverside will also continue additional custodian, 1.5 Reading Special ne Item ID: 114-3-0020 Allocation Type Direct Allocation Account Name Insurance Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures withi Health Insurance for Custodian Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | e using funds to pay for two certified staff<br>lists, and two full-time nurse assistants."<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2600-210-03<br>Object Code<br>210 - Group Insurance<br>in the account and how they will address<br>\$0<br>\$0<br>\$0<br>\$0 | Iteachers, one full-time substitute, one         Iteachers, one full-time substitute, one |

| <u>llocation Type</u><br>irect Allocation  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |
|--|--|---|
|  |  | ing Loss Set Aside Expenditure  |
| Account Name   | Account Number   |   |
| Employer Share of FICA   | 07-2600-220-03   |   |
| Function Code  | Object Code  | Allowable Use   |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)   | 220 - Social Security Contributions  | 3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.  |
| Please describe the expenditures with  | in the account and how they will addre   | ess a COVID-19 need   |
| Social Security for Additional Custodian   |  |   |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$O  |   |
| Budgeted Expenditures in SFY 2023  | \$3,060  |   |
|  | \$3,060  | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024  | \$5,000  |   |
| <b>2</b> .   | \$6,120  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 114-3-0022  |  |   |
| Total Expenditures   | \$6,120  |   |
| Total Expenditures ne Item ID: 114-3-0022 Allocation Type  | \$6,120  | Approved  |
| ne Item ID: 114-3-0022   | \$6,120<br>Is this Item for the 20% Minimuim I   | Approved  |
| Total Expenditures ne Item ID: 114-3-0022 Allocation Type Direct Allocation Account Name   | \$6,120<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn   | Approved  |
| Total Expenditures ne Item ID: 114-3-0022 Allocation Type Direct Allocation  | \$6,120<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number   | Approved  |
| Total Expenditures ne Item ID: 114-3-0022 Allocation Type Direct Allocation Account Name Unemployment  | \$6,120<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>07-2600-250-03   | Approved<br>Learning Loss Set Aside Expenditure<br>ning Loss Set Aside Expenditure  |
| Total Expenditures Total Expenditures ne Item ID: 114-3-0022 Allocation Type Direct Allocation Account Name Unemployment Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation)  | \$6,120<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>07-2600-250-03<br>Object Code  | Approved  Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  3 - Providing principals and other school leaders with resources to address individual school needs. |
| Total Expenditures Total Expenditures ne Item ID: 114-3-0022 Allocation Type Direct Allocation Account Name Unemployment Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation)  | \$6,120<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>07-2600-250-03<br>Object Code<br>250 - Tuition Reimbursement<br>in the account and how they will addre                       | Approved  Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  3 - Providing principals and other school leaders with resources to address individual school needs. |
| Total Expenditures Total Expenditures ne Item ID: 114-3-0022 Allocation Type Direct Allocation Account Name Unemployment Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures with  | \$6,120<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>07-2600-250-03<br>Object Code<br>250 - Tuition Reimbursement<br>in the account and how they will addre                       | Approved  Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  3 - Providing principals and other school leaders with resources to address individual school needs. |
| Total Expenditures Total Expenditures Ine Item ID: 114-3-0022 Allocation Type Direct Allocation Account Name Unemployment Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures with Unemployment for Additional Custodian Budgeted Expenditures in SFY 2021                                   | \$6,120<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>07-2600-250-03<br>Object Code<br>250 - Tuition Reimbursement<br>in the account and how they will addre                       | Approved  Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  3 - Providing principals and other school leaders with resources to address individual school needs. |
| Total Expenditures Total Expenditures ne Item ID: 114-3-0022 Allocation Type Direct Allocation Account Name Unemployment Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures with Unemployment for Additional Custodian  | \$6,120<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>07-2600-250-03<br>Object Code<br>250 - Tuition Reimbursement<br>in the account and how they will addre                       | Approved  Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  3 - Providing principals and other school leaders with resources to address individual school needs. |
| Total Expenditures Total Expenditures Ine Item ID: 114-3-0022 Allocation Type Direct Allocation Account Name Unemployment Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures with Unemployment for Additional Custodian Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$6,120<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>07-2600-250-03<br>Object Code<br>250 - Tuition Reimbursement<br>in the account and how they will addres<br>\$0<br>\$0<br>\$0 | Approved  Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  3 - Providing principals and other school leaders with resources to address individual school needs. |

| Allocation Type  | <u>Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure</u>   |   |
|--|--|---|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure   |   |
| Account Name   | Account Number   |   |
| Other  | 07-2600-210-03   |   |
| Function Code  | Object Code  | Allowable Use   |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)   | 210 - Group Insurance  | 3 - Providing principals and other school leaders with resources to address individual school needs.  |
| Please describe the expenditures with  | in the account and how they will addres  | s a COVID-19 need   |
| Additional Fringe Benefits for Custodian   |  |   |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$0  |   |
| Budgeted Expenditures in SFY 2023  | \$72   |   |
|  |  |   |
| Budgeted Expenditures in SFY 2024  | \$72   | <u>Status</u>   |
| Total Expenditures ne Item ID: 114-3-0024 Allocation Type  | \$72<br>\$144<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 114-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$144<br>Is this Item for the 20% Minimuim Le  | Approved  |
| Total Expenditures ne Item ID: 114-3-0024 Allocation Type Direct Allocation Account Name   | \$144<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin  | Approved  |
| Total Expenditures ne Item ID: 114-3-0024 Allocation Type Direct Allocation Account Name Supplies  | \$144<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number  | Approved  |
| Total Expenditures Ine Item ID: 114-3-0024 Allocation Type Direct Allocation Account Name Supplies Function Code 2600 - Operation and Maintenance of Plant Services (All except  | \$144<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2600-610-03  | Approved<br>Examing Loss Set Aside Expenditure<br>Ing Loss Set Aside Expenditure<br>Allowable Use   |
| Total Expenditures ne Item ID: 114-3-0024 Allocation Type Direct Allocation Account Name Supplies Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation)   | \$144<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2600-610-03<br>Object Code   | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  7 - Purchasing supplies to sanitize and clean LEA and school facilities.   |
| Total Expenditures Total Expenditures ne Item ID: 114-3-0024 Allocation Type Direct Allocation Account Name Supplies Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures with \$4057 was spent with DWC Laundry LLC Paper and Distribution on paper, custodi   | \$144<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2600-610-03<br>Object Code<br>610 - General Supplies and Materials   | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  7 - Purchasing supplies to sanitize and clean LEA and school facilities.  s a COVID-19 need  pplies. \$13,901 was spent with Clayton |
| Total Expenditures Total Expenditures Ine Item ID: 114-3-0024 Allocation Type Direct Allocation Account Name Supplies Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures with \$4057 was spent with DWC Laundry LLC Paper and Distribution on paper, custodi maintenance and custodial supplies.  | \$144<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2600-610-03<br>Object Code<br>610 - General Supplies and Materials<br>in the account and how they will address<br>on custodial, cleaning, and disinfecting sup-  | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  7 - Purchasing supplies to sanitize and clean LEA and school facilities.  s a COVID-19 need  pplies. \$13,901 was spent with Clayton |
| Total Expenditures Total Expenditures ne Item ID: 114-3-0024 Allocation Type Direct Allocation Account Name Supplies Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures with \$4057 was spent with DWC Laundry LLC Paper and Distribution on paper, custodi maintenance and custodial supplies. Budgeted Expenditures in SFY 2021                                   | \$144<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2600-610-03<br>Object Code<br>610 - General Supplies and Materials<br>in the account and how they will address<br>on custodial, cleaning, and disinfecting sup<br>al supplies, cleaners, towels, and hand soa   | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  7 - Purchasing supplies to sanitize and clean LEA and school facilities.  s a COVID-19 need  pplies. \$13,901 was spent with Clayton |
| Total Expenditures Total Expenditures ne Item ID: 114-3-0024 Allocation Type Direct Allocation Account Name Supplies Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures with \$4057 was spent with DWC Laundry LLC Paper and Distribution on paper, custodi maintenance and custodial supplies. Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$144<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2600-610-03<br>Object Code<br>610 - General Supplies and Materials<br>in the account and how they will address<br>on custodial, cleaning, and disinfecting sup<br>al supplies, cleaners, towels, and hand soan<br>\$0   | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  7 - Purchasing supplies to sanitize and clean LEA and school facilities.  s a COVID-19 need  pplies. \$13,901 was spent with Clayton |
| Total Expenditures Total Expenditures ne Item ID: 114-3-0024 Allocation Type Direct Allocation Account Name Supplies Function Code 2600 - Operation and Maintenance of Plant Services (All except Transportation) Please describe the expenditures with \$4057 was spent with DWC Laundry LLC  | \$144<br><b>Is this Item for the 20% Minimuim Lee</b><br>NO - this item is not marked for Learnin<br><b>Account Number</b><br>07-2600-610-03<br><b>Object Code</b><br>610 - General Supplies and Materials<br><b>in the account and how they will addres</b><br>on custodial, cleaning, and disinfecting sup<br>al supplies, cleaners, towels, and hand soan<br>\$0<br>\$0<br>\$0<br>\$0 | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  7 - Purchasing supplies to sanitize and clean LEA and school facilities.  s a COVID-19 need  pplies. \$13,901 was spent with Clayton |

| Allocation Type    | <u>Is this Item for the 20% Mir</u> | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |  |
|--------------------|-------------------------------------|--|--|--|
| Direct Allocation  | NO - this item is not marked        | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |  |
| Account Name       | Account Number                      | Account Number   |  |  |
| Curriculum         | 07-1000-730-03                      | 07-1000-730-03   |  |  |
| Function Code      | Object Code                         | Allowable Use  |  |  |
| 1000 - Instruction | 730 - Equipment                     | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students. |  |  |

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

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$92,000 |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| Total Expenditures                | \$92,000 | Approved      |
|                                   |          |               |

| Allocation Type    | <u>Is this Item for the 20% Min</u> | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |  |
|--------------------|-------------------------------------|--|--|--|
| Direct Allocation  | YES - this item is marked for I     | YES - this item is marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name       | Account Number                      | Account Number   |  |  |
| Curriculum         | 07-1000-730-03                      | 07-1000-730-03   |  |  |
| Function Code      | Object Code                         | Allowable Use  |  |  |
| 1000 - Instruction | 730 - Equipment                     | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students. |  |  |

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

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$16,000 |
| Budgeted Expenditures in SFY 2024 | \$0      |
| Total Expenditures                | \$16,000 |

<u>Status</u> Approved

#### Line Item Comment from KSDE

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

| Allocation Type<br>Direct Allocation |                | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
|--------------------------------------|----------------|---|--|
| Account Name                         | Account Number |   |  |
| Additional Bus                       | 07-2710-700-03 |   |  |
| Function Code                        | Object Code    | Allowable Use   |  |
| 2710 - Vehicle Operation             | 700 - PROPERTY | 13 - School facility repairs and<br>improvements to enable operation of<br>schools to reduce risk of virus<br>transmission and exposure to<br>environmental health hazards, and to<br>support student health needs. |  |

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

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0       |               |
| Budgeted Expenditures in SFY 2023 | \$105,052 |               |
| Budgeted Expenditures in SFY 2024 | \$0       | <u>Status</u> |
| Total Expenditures                | \$105,052 | Approved      |

| Allocation Type<br>Direct Allocation | NO - this item is not marked             | <b>imuim Learning Loss Set Aside Expenditure</b><br>for Learning Loss Set Aside Expenditure   |
|--------------------------------------|--|---|
| Account Name                         | Account Number                           |   |
| Bus Cameras                          | 07-2710-700-03                           |   |
| Function Code                        | Object Code                              | Allowable Use   |
| 2710 - Vehicle Operation             | 700 - PROPERTY                           | 13 - School facility repairs and<br>improvements to enable operation of<br>schools to reduce risk of virus<br>transmission and exposure to<br>environmental health hazards, and to<br>support student health needs. |
| Please describe the expenditure      | es within the account and how they w     | ill address a COVID-19 need   |
| disease. None of the buses owned     | d by USD 114 - Riverside have a function | contact tracing to mitigate the spread of the<br>ning camera system on them that would allow this to<br>race and quarantine allowing the maximum number   |

of students to stay in the classroom as possible.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$12,908 |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| Total Expenditures                | \$12,908 | Approved      |

Line Item ID: 114-3-0029

| Allocation Type<br>Direct Allocation |   | imuim Learning Loss Set Aside Expenditure<br>for Learning Loss Set Aside Expenditure                                 |
|--------------------------------------|---|--|
| <u>Account Name</u><br>Instructional | <u>Account Number</u><br>07-1000-730-03 |  |
| Function Code                        | Object Code                             | Allowable Use  |
| 1000 - Instruction                   | 730 - Equipment                         | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students. |

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

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

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$O      |
| Budgeted Expenditures in SFY 2023 | \$6,134  |
| Budgeted Expenditures in SFY 2024 | \$6,134  |
| Total Expenditures                | \$12,268 |

# <u>Status</u> Approved

| Allocation Type   | <u>Is this Item for the 20% Minimuim</u>   | Learning Loss Set Aside Expenditure                                  |
|---|--|--|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure                             |  |
| Account Name  | Account Number   |  |
| Instruction   | 07-1000-110-03   |  |
| Function Code   | Object Code  | Allowable Use  |
| 1000 - Instruction  | 110 - Regular Certified Salaries   | 16 - Other activities necessary to                                   |
|   |  | maintain LEA operations and services                                 |
| Please describe the expenditures with   | in the account and how they will add   | and employ existing LEA staff.                                       |
| Please describe the expenditures with<br>This was previously approved (Line Item<br>the two building administrators. This line                                  | #114-3-0001. Premim Pay of \$450 per t   | ress a COVID-19 need<br>eacher for fifty-one teachers and \$2500 for |
| This was previously approved (Line Item   | #114-3-0001. Premim Pay of \$450 per t   | ress a COVID-19 need<br>eacher for fifty-one teachers and \$2500 for |
| This was previously approved (Line Item the two building administrators. This line  | #114-3-0001. Premim Pay of \$450 per t<br>item is not marked for the 20% Learnin                 | ress a COVID-19 need<br>eacher for fifty-one teachers and \$2500 for |
| This was previously approved (Line Item<br>the two building administrators. This line<br><b>Budgeted Expenditures in SFY 2021</b>                               | #114-3-0001. Premim Pay of \$450 per t<br>e item is not marked for the 20% Learnin<br>\$0        | ress a COVID-19 need<br>eacher for fifty-one teachers and \$2500 for |
| This was previously approved (Line Item<br>the two building administrators. This line<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | #114-3-0001. Premim Pay of \$450 per t<br>e item is not marked for the 20% Learnin<br>\$0<br>\$0 | ress a COVID-19 need<br>eacher for fifty-one teachers and \$2500 for |

# **ESSER III APPLICATION FOR D0204**

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

# **Authorized Representative of the District Information**

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

# **Plan for Safe Return**

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

https://www.usd204.net/files/user/2/file/USD\_204\_ARP\_ESSER\_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?

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

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

- Masks will continue to be distributed and provided throughout the year to all district staff and students.

- Everyone should continue to socially distance, utilize good hand hygiene, and stay home if you are ill.
- Our staff and custodial staff regularly disinfect surfaces within the building.

- USD 204 through a state KHDE grant are testing students and staff on site with the goal identifying individuals with COVID and testing to keep students in school.

# Stakeholder Engagement

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

# Students

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

# Families

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

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

# School and District Administrators including Special Education Administration

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

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

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

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

# Tribes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- coordinate preparedness and response efforts with State, and local public health departments to prevent, prepare for, and respond to COVID-19;

- purchasing supplies to sanitize and clean the LEA's facilities;
- employ additional custodians to clean and sanitize our buildings
- repair and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
- purchase educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;

- conduct other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff

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

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

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

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

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

-Work closely with building principals to support teachers in curriculum and instruction to enhance student achievement and learning loss.

-Plan and coordinate school intervention, remediation, and tutorial programs/classes.

-Review and track attendance and academic progress of students being served in remediation, intervention and tutorial programs to determine progress and the need for adjustments.

-Assist with data collection and data record keeping associated with the Plan for Continuous Improvement (as appropriate). -Analyze assessment data as it relates to the school, to individual student achievement, and to the improvement of instruction;

-Serve as a member of the school's Plan for Continuous Improvement Leadership Team;

-Serve as a liaison between the school administration and central office administration and the school administration and teachers, students and parents for areas identified as assigned responsibilities and essential functions.

-Coordinate alignment of K-12 Math and STEM Curriculum

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

- Continue to work with principals and teachers to identify gaps in the content standards.

- Identified standards will be incorporated into the grade level or course curriculum standards that most closely match those that were not taught previously

- Tutors will be used for Reading and Math support in each elementary school

- Continue to utilize district and state level assessment data to identify and address student learning gaps.

- Surveys regarding the learning environment needs in our district have been utilized to gather information and facilitate decision making.

- District will continue to use Google Classroom as it's online learning platform for classroom instruction.

- Funds will be used to ensure device availability and connectivity for all students

- Funds will be used for chromebook repairs and replacements

- Partnership with PACES for additional services mental services for families and students will remain intact.

-USD 204 will provide funding for students taking concurrent college classes with the goal of building an academic foundation for post-secondary success.

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

-The district will continue to employ social workers K-12 to help students and families connect with school and find avenues for student success

- Academic Focus Classes will be used to support students in our middle school and high school.

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$3,882,112              | \$0                | \$3,882,112             | ESSER III Allocations | \$776,423   |
| Approved Total        | \$3,773,625              | \$0                | \$3,773,625             | Approved Total        | \$1,887,912 |
| Amount Left           | \$108,487                | \$0                | \$108,487               | Amount Still Needed   | \$0         |
| In Review Total       | \$108,487                | \$0                | \$108,487               | In Review Total       | \$108,487   |
| Amount Left           | \$0                      | \$0                | \$0                     | Amount Still Needed   | \$0         |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 204-3-0025 | Direct             | True             | 1000             | 444            | 12               | \$79,398           | Task Force Review |
| 204-3-0026 | Direct             | True             | 1000             | 444            | 12               | \$7,187            | Task Force Review |
| 204-3-0027 | Direct             | True             | 1000             | 444            | 12               | \$21,902           | Task Force Review |
| 204-3-0001 | Direct             | False            | 1000             | 111            | 16               | \$400,000          | Approved          |
| 204-3-0002 | Direct             | False            | 1000             | 111            | 5                | \$35,780           | Approved          |
| 204-3-0003 | Direct             | False            | 2134             | 121            | 2                | \$65,000           | Approved          |
| 204-3-0004 | Direct             | True             | 1000             | 121            | 16               | \$55,000           | Approved          |
| 204-3-0005 | Direct             | True             | 2212             | 653            | 12               | \$62,678           | Approved          |
| 204-3-0006 | Direct             | True             | 2212             | 110            | 12               | \$194,865          | Approved          |
| 204-3-0007 | Direct             | True             | 1000             | 111            | 11A              | \$273,000          | Approved          |
| 204-3-0008 | Direct             | False            | 1000             | 569            | 12               | \$142,128          | Approved          |
| 204-3-0009 | Direct             | False            | 1000             | 110            | 16               | \$550,000          | Approved          |
| 204-3-0010 | Direct             | False            | 2000             | 100            | 16               | \$202,000          | Approved          |
| 204-3-0011 | Direct             | False            | 3100             | 100            | 16               | \$50,000           | Approved          |
| 204-3-0012 | Direct             | True             | 1000             | 619            | 11A              | \$11,502           | Approved          |
| 204-3-0013 | Direct             | False            | 2130             | 100            | 10               | \$93,000           | Approved          |
| 204-3-0014 | Direct             | False            | 2134             | 100            | 16               | \$164,253          | Approved          |
| 204-3-0015 | Direct             | True             | 1000             | 653            | 12               | \$120,000          | Approved          |
| 204-3-0016 | Direct             | True             | 1000             | 150            | 11B              | \$200,000          | Approved          |
| 204-3-0017 | Direct             | True             | 2210             | 110            | 12               | \$760,000          | Approved          |
| 204-3-0018 | Direct             | False            | 1000             | 150            | 12               | \$27,648           | Approved          |
| 204-3-0019 | Direct             | False            | 1000             | 150            | 12               | \$31,104           | Approved          |
| 204-3-0020 | Direct             | False            | 1000             | 151            | 12               | \$12,600           | Approved          |
| 204-3-0021 | Direct             | True             | 1000             | 641            | 12               | \$79,200           | Approved          |
| 204-3-0022 | Direct             | True             | 1000             | 650            | 12               | \$11,667           | Approved          |
| 204-3-0023 | Direct             | False            | 2410             | 300            | 16               | \$112,200          | Approved          |
| 204-3-0024 | Direct             | True             | 1000             | 121            | 16               | \$120,000          | Approved          |

# Line Item Details

| Line Item ID: 204-3-0025                  |                         |   |
|---|-------------------------|---|
| Allocation Type                           |                         | <b>uim Learning Loss Set Aside Expenditure</b><br>rning Loss Set Aside Expenditure    |
| Account Name                              | Account Number          |   |
| i Ready online assessment and instruction | 07E1000444              |   |
| Function Code                             | Object Code             | Allowable Use   |
| 1000 - Instruction                        | 444 - Software Services | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

After reviewing state assessments results, our instructional coaches reviewed and researched assessment programs to help address learning loss. The district is currently using three different assessment programs for interventions. After reviewing various programs and getting input from classroom teachers, the district is going to use i Ready to help teachers provide students a path to proficiency and growth in reading and mathematics. The middle school is already using i Ready. The district will be adding this program to the elementary schools and high school. i Ready will be used by all students for benchmark assessments. Based on those results, teachers will use the data to determine tier 2 and tier 3 interventions. The program will provide individual learning opportunities based on student data and need. This program will impact all students in our district (approximately 2400) and the cost is \$144,000 in which \$79398 would be paid out of ESSER.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$0      |
| Budgeted Expenditures in SFY 2024 | \$79,398 |
| Total Expenditures                | \$79,398 |

| <u>Status</u>  |      |  |
|----------------|------|--|
| Task Force Rev | view |  |

#### Line Item Comment from KSDE

New:

Line Item ID: 204-3-0026

| Allocation Type<br>Direct Allocation   |                              | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |  |
|--|------------------------------|--|--|--|
| <u>Account Name</u><br>Unique Learning | Account Number<br>07E1000444 |  |  |  |
| Function Code                          | Object Code                  | Allowable Use  |  |  |
| 1000 - Instruction                     | 444 - Software Services      | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |  |  |

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

| \$0     |                   |
|---------|-------------------|
| \$0     |                   |
| \$0     |                   |
| \$7,187 | <u>Status</u>     |
| \$7,187 | Task Force Review |
|         |                   |
|         |                   |
|         |                   |
|         | \$0<br>\$7,187    |

| Allocation Type<br>Direct Allocation     | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure          |   |  |
|--|---|---|--|
| <u>Account Name</u><br>Learning A-Z      | <u>Account Number</u><br>07E10000444  |   |  |
| Function Code                            | Object Code   | Allowable Use   |  |
| 1000 - Instruction                       | 444 - Software Services   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |
| Learning A-Z is a online program that ad | <b>n the account and how they will addres</b><br>dress learning loss in Reading, Science, So<br>LL learners and students in Tier 2 and Tier<br>-12. | cial Studies, and English Language  |  |

| New:                              |          |                   |
|-----------------------------------|----------|-------------------|
| Line Item Comment from KSDE       |          |                   |
| Total Expenditures                | \$21,902 | Task Force Review |
| Budgeted Expenditures in SFY 2024 | \$21,902 | <u>Status</u>     |
| Budgeted Expenditures in SFY 2023 | \$0      |                   |
| Budgeted Expenditures in SFY 2022 | \$0      |                   |
| Budgeted Expenditures in SFY 2021 | \$0      |                   |

| Allocation Type                      | Is this Item for the 20% Minimuim     | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |  |
|--------------------------------------|---------------------------------------|--|--|--|
| Direct Allocation                    | NO - this item is not marked for Lear | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |  |
| Account Name<br>Instructional Salary | <u>Account Number</u><br>46-1000-11   |  |  |  |
| Function Code                        | Object Code                           | Allowable Use  |  |  |
| 1000 - Instruction                   | 111 - Full-Time Certified Salaries    | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |  |

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

| Budgeted Expenditures in SFY 2021 | \$400,000 |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0       |               |
| Budgeted Expenditures in SFY 2023 | \$0       |               |
| Budgeted Expenditures in SFY 2024 | \$0       | <u>Status</u> |
| Total Expenditures                | \$400,000 | Approved      |

Line Item ID: 204-3-0002

| Allocation Type<br>Direct Allocation |                                    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
|--------------------------------------|------------------------------------|---|--|--|
| Account Name                         | Account Number                     |   |  |  |
| Instructional Salary                 | 46-1000-11                         |   |  |  |
| Function Code                        | Object Code                        | Allowable Use   |  |  |
| 1000 - Instruction                   | 111 - Full-Time Certified Salaries | 5 - Procedures and systems to improve LEA preparedness and response efforts.  |  |  |

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

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

| Budgeted Expenditures in SFY 2021 | \$35,780 |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$0      |
| Budgeted Expenditures in SFY 2024 | \$0      |
| Total Expenditures                | \$35,780 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |   |
|---|---|---|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |
| Account Name  | Account Number  |   |
| Nurse Salary  | 46-2134-121   |   |
| Function Code   | Object Code   | Allowable Use   |
| 2134 - Nursing Services   | 121 - Full-Time Non-Certified Salaries  | 2 - Coordination of COVID-19 preparedness and response efforts.   |
| Please describe the expenditures withi  | in the account and how they will address  | s a COVID-19 need   |
| 5   | n keeping students and staff safe. The addi<br>o not be quarantined during close contact s  |   |
| Budgeted Expenditures in SFY 2021   | \$65,000  |   |
| Budgeted Expenditures in SFY 2022   | \$0   |   |
| Budgeted Expenditures in SFY 2023   | \$0   |   |
|   |   | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024   | \$0   | Status  |
| •   | <u>\$0</u><br>\$65,000  | Approved  |
| Total Expenditures  |   |   |
| ne Item ID: 204-3-0004  |   | Approved  |
| Total Expenditures ne Item ID: 204-3-0004 Allocation Type   | \$65,000  | Approved arning Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 204-3-0004 Allocation Type Direct Allocation   | \$65,000<br>Is this Item for the 20% Minimuim Lea   | Approved arning Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 204-3-0004 Allocation Type Direct Allocation Account Name  | \$65,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo  | Approved arning Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 204-3-0004 Allocation Type Direct Allocation Account Name Instructional Salary   | \$65,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number  | Approved arning Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 204-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Instructional Salary<br>Function Code<br>1000 - Instruction  | \$65,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>46-1000-11  | Approved<br>arning Loss Set Aside Expenditure<br>oss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 204-3-0004 Allocation Type Direct Allocation Account Name Instructional Salary Function Code 1000 - Instruction  | \$65,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>46-1000-11<br>Object Code<br>121 - Full-Time Non-Certified Salaries   | Approved  arning Loss Set Aside Expenditure oss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.                  |
| Total Expenditures ne Item ID: 204-3-0004 Allocation Type Direct Allocation Account Name Instructional Salary Function Code 1000 - Instruction Please describe the expenditures withi   | \$65,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>46-1000-11<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>in the account and how they will address<br>ized to support students in high school to b                       | Approved  arning Loss Set Aside Expenditure oss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  a COVID-19 need |
| Total Expenditures Total Expenditures ne Item ID: 204-3-0004 Allocation Type Direct Allocation Account Name Instructional Salary Function Code 1000 - Instruction Please describe the expenditures withi College and Career advocates will be util  | \$65,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>46-1000-11<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>in the account and how they will address<br>ized to support students in high school to b                       | Approved  arning Loss Set Aside Expenditure oss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  a COVID-19 need |
| Total Expenditures ne Item ID: 204-3-0004 Allocation Type Direct Allocation Account Name Instructional Salary Function Code 1000 - Instruction Please describe the expenditures withi College and Career advocates will be util classes needed for post- secondary succes   | \$65,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>46-1000-11<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>in the account and how they will address<br>ized to support students in high school to here                    | Approved  arning Loss Set Aside Expenditure oss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  a COVID-19 need |
| Total Expenditures Total Expenditures ne Item ID: 204-3-0004 Allocation Type Direct Allocation Account Name Instructional Salary Function Code 1000 - Instruction Please describe the expenditures withi College and Career advocates will be util classes needed for post- secondary succe Budgeted Expenditures in SFY 2021                                   | \$65,000<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Lo<br>Account Number<br>46-1000-11<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>in the account and how they will address<br>ized to support students in high school to hes<br>\$55,000         | Approved  arning Loss Set Aside Expenditure oss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  a COVID-19 need |
| Total Expenditures Total Expenditures ne Item ID: 204-3-0004 Allocation Type Direct Allocation Account Name Instructional Salary Function Code 1000 - Instruction Please describe the expenditures withi College and Career advocates will be util classes needed for post- secondary succe Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$65,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>46-1000-11<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>in the account and how they will address<br>ized to support students in high school to here<br>\$55,000<br>\$0 | Approved  arning Loss Set Aside Expenditure oss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  a COVID-19 need |

| Allocation Type                   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |
|-----------------------------------|---|---|
| Direct Allocation                 | YES - this item is marked for Learning Loss Set Aside Expenditure     |   |
| Account Name                      | Account Number  |   |
| ESSER III Curriculum Management   | 482212653000<br>Object Code   | Allowable Use                               |
| 2212 - Instruction and Curriculum | 653 - Software  | 12 - Addressing learning loss among         |
| Development Services              |   | students, including vulnerable populations. |

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

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$62,678 |               |
| Budgeted Expenditures in SFY 2023 | \$0      |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| -<br>Total Expenditures           | \$62,678 | Approved      |
|                                   |          |               |
| Line Item ID: 204-3-0006          |          |               |

| Allocation Type                      | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |
|--------------------------------------|---|---|
| Direct Allocation                    | YES - this item is marked for Learning Loss Set Aside Expenditure     |   |
| Account Name                         | Account Number  |   |
| School Improvement Specialist Salary | 07 2213 110 912   |   |
| Function Code                        | Object Code   | Allowable Use                               |
| 2212 - Instruction and Curriculum    | 110 - Regular Certified Salaries                                      | 12 - Addressing learning loss among         |
| Development Services                 |   | students, including vulnerable populations. |

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

| \$0       |                      |
|-----------|----------------------|
| \$0       |                      |
| \$96,865  |                      |
| \$98,000  | <u>Status</u>        |
| \$194,865 | Approved             |
| -         | \$96,865<br>\$98,000 |

Line Item ID: 204-3-0007

| <u>Allocation Type</u>               | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |                                 |
|--------------------------------------|---|---------------------------------|
| Direct Allocation                    | YES - this item is marked for Learning Loss Set Aside Expenditure     |                                 |
| Account Name                         | Account Number  |                                 |
| Instructional Salaries Summer School | 48-1000-111   |                                 |
| Function Code                        | Object Code   | Allowable Use                   |
|                                      |   | 11A - Planning and implementing |

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

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$91,000  |               |
| Budgeted Expenditures in SFY 2023 | \$91,000  |               |
| Budgeted Expenditures in SFY 2024 | \$91,000  | <u>Status</u> |
| Total Expenditures                | \$273,000 | Approved      |
|                                   |           |               |
| Line Item ID: 204-3-0008          |           |               |

| Allocation Type<br>Direct Allocation                   |                                      | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
|--|--------------------------------------|---|--|
| <u>Account Name</u><br>College Tuition for Dual Credit | <b>Account Number</b><br>48 1000 569 |   |  |
| Function Code  | Object Code                          | Allowable Use   |  |
| 1000 - Instruction                                     | 569 - Other Tuitions                 | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |  |

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

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$46,128  |               |
| Budgeted Expenditures in SFY 2023 | \$48,000  |               |
| Budgeted Expenditures in SFY 2024 | \$48,000  | <u>Status</u> |
| Total Expenditures                | \$142,128 | Approved      |
|                                   |           |               |
| Line Item ID: 204-3-0009          |           |               |

| Allocation Type       | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |
|-----------------------|---|--|
| Direct Allocation     | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |
| Account Name          | Account Number  |  |
| Premium Retention Pay | 48 1000 110   |  |
| Function Code         | Object Code   | Allowable Use  |
| 1000 - Instruction    | 110 - Regular Certified Salaries                                      | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

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

| \$0       |                        |
|-----------|------------------------|
| \$0       |                        |
| \$275,000 |                        |
| \$275,000 | <u>Status</u>          |
| \$550,000 | Approved               |
|           |                        |
| •         | \$275,000<br>\$275,000 |

| Allocation Type         | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|-------------------------|---|--|--|
| Direct Allocation       | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name            | Account Number  |  |  |
| Premium Retention Pay   | 48 2000 100   |  |  |
| Function Code           | Object Code   | Allowable Use  |  |
| 2000 - Support Services | 100 - Personal Services - Salaries                                    | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |

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

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0       |               |
| Budgeted Expenditures in SFY 2023 | \$101,000 |               |
| Budgeted Expenditures in SFY 2024 | \$101,000 | <u>Status</u> |
| Total Expenditures                | \$202,000 | Approved      |
|                                   |           |               |
| Line Item ID: 204-3-0011          |           |               |

| Allocation Type<br>Direct Allocation         | Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learr | Learning Loss Set Aside Expenditure  |
|--|---|--|
| <u>Account Name</u><br>Premium Retention Pay | Account Number<br>48 3100 100   |  |
| Function Code                                | Object Code   | Allowable Use  |
| 3100 - Food Service Operations               | 100 - Personal Services - Salaries  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

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

| \$O      |                             |
|----------|-----------------------------|
| \$O      |                             |
| \$25,000 |                             |
| \$25,000 | <u>Status</u>               |
| \$50,000 | Approved                    |
|          |                             |
|          | \$0<br>\$25,000<br>\$25,000 |

| Allocation Type                  | <u>Is this Item for the 20% Minimuim L</u> | earning Loss Set Aside Expenditure  |
|----------------------------------|--|---|
| Direct Allocation                | YES - this item is marked for Learning I   | oss Set Aside Expenditure   |
| Account Name                     | Account Number                             |   |
| Summer School Classroom Supplies | 48 1000 619                                |   |
| Function Code                    | Object Code                                | Allowable Use   |
| 1000 - Instruction               | 619 - Other Supplies and Materials         | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

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

| Budgeted Expenditures in SFY 2021 | \$O      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$1,502  |               |
| Budgeted Expenditures in SFY 2023 | \$5,000  |               |
| Budgeted Expenditures in SFY 2024 | \$5,000  | <u>Status</u> |
| <br>Total Expenditures            | \$11,502 | Approved      |
|                                   |          |               |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |   |
|--|---|---|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |
| Account Name   | Account Number  |   |
| Social Worker and Family Liaisons  | 48 2130 100   |   |
| Function Code  | Object Code   | Allowable Use   |
| 2130 - Health Services   | 100 - Personal Services - Salaries  | 10 - Providing mental health services and supports.   |
| Please describe the expenditures with  | in the account and how they will addr   | ess a COVID-19 need   |
|  | ong with working with families on utilizing   | ons for the district. These individuals support<br>g resources within the community.  |
| Budgeted Expenditures in SFY 2021  | \$0   |   |
| Budgeted Expenditures in SFY 2022  | \$0   |   |
| Budgeted Expenditures in SFY 2023  | \$45,000  |   |
| Budgeted Expenditures in SFY 2024  | \$48,000  | <u>Status</u>   |
| Total Expenditures   | \$93,000  | Approved  |
| ne Item ID: 204-3-0014<br>Allocation Type<br>Direct Allocation   | NO - this item is not marked for Lear   | <b>Learning Loss Set Aside Expenditure</b><br>ning Loss Set Aside Expenditure   |
| Allocation Type<br>Direct Allocation<br>Account Name   |   |   |
| Allocation Type<br>Direct Allocation   | NO - this item is not marked for Lear<br><u>Account Number</u><br>48 2134 100   |   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Nursing  | NO - this item is not marked for Lear<br><u>Account Number</u>  | ning Loss Set Aside Expenditure   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Nursing<br>Function Code<br>2134 - Nursing Services  | NO - this item is not marked for Lear<br><u>Account Number</u><br>48 2134 100<br><b>Object Code</b>   | ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Nursing<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures with   | NO - this item is not marked for Lear<br>Account Number<br>48 2134 100<br>Object Code<br>100 - Personal Services - Salaries<br>An the account and how they will address   | ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Nursing<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures with<br>To help keep students in school, an add  | NO - this item is not marked for Lear<br>Account Number<br>48 2134 100<br>Object Code<br>100 - Personal Services - Salaries<br>An the account and how they will address   | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Nursing<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures with<br>To help keep students in school, an add<br>include all employer costs and benefits.  | NO - this item is not marked for Lear<br>Account Number<br>48 2134 100<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addre<br>itional nurse was hired to facilitate increa   | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Nursing<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures with<br>To help keep students in school, an add<br>include all employer costs and benefits.<br>Budgeted Expenditures in SFY 2021   | NO - this item is not marked for Lear<br>Account Number<br>48 2134 100<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addre<br>itional nurse was hired to facilitate increa<br>\$0                                    | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Nursing<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures with<br>To help keep students in school, an add<br>include all employer costs and benefits.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | NO - this item is not marked for Lear<br>Account Number<br>48 2134 100<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addre<br>itional nurse was hired to facilitate increa<br>\$0<br>\$6,253                         | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Nursing<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures with<br>To help keep students in school, an add<br>include all employer costs and benefits.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | NO - this item is not marked for Lear<br>Account Number<br>48 2134 100<br>Object Code<br>100 - Personal Services - Salaries<br>and the account and how they will addre<br>itional nurse was hired to facilitate increa<br>\$0<br>\$6,253<br>\$78,000            | Allowable Use          16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         ess a COVID-19 need         sed testing for COVID. The expenditures   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Nursing<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures with<br>To help keep students in school, an add<br>include all employer costs and benefits.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023 | NO - this item is not marked for Lear<br>Account Number<br>48 2134 100<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addre<br>itional nurse was hired to facilitate increa<br>\$0<br>\$6,253<br>\$78,000<br>\$80,000 | ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.         ess a COVID-19 need         sed testing for COVID. The expenditures         Status |

| Allocation Type        | <u>Is this Item for the 20% Mi</u> | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |
|------------------------|------------------------------------|---|--|
| Direct Allocation      | YES - this item is marked for      | YES - this item is marked for Learning Loss Set Aside Expenditure                     |  |
| Account Name           | Account Number                     | Account Number  |  |
| Instructional Software | 48 1000 653                        |   |  |
| Function Code          | Object Code                        | Allowable Use   |  |
| 1000 - Instruction     | 653 - Software                     | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |

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

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0       |               |
| Budgeted Expenditures in SFY 2023 | \$60,000  |               |
| Budgeted Expenditures in SFY 2024 | \$60,000  | <u>Status</u> |
| Total Expenditures                | \$120,000 | Approved      |
|                                   |           |               |
| Line Item ID: 204-3-0016          |           |               |

| Allocation Type    | <u>Is this Item for the 20% Minimuin</u> | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |
|--------------------|--|---|--|
| Direct Allocation  | YES - this item is marked for Learnir    | YES - this item is marked for Learning Loss Set Aside Expenditure     |  |
| Account Name       | Account Number                           |   |  |
| Tutoring Program   | 48 1000 150                              |   |  |
| Function Code      | Object Code                              | Allowable Use   |  |
| 1000 - Instruction | 150 - Additional Compensation            | 11B - Planning and implementing                                       |  |
|                    |  | supplemental after-school programs.                                   |  |

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

| Budgeted Expenditures in SFY 2021 | \$0       |               |  |
|-----------------------------------|-----------|---------------|--|
| Budgeted Expenditures in SFY 2022 | \$O       |               |  |
| Budgeted Expenditures in SFY 2023 | \$100,000 |               |  |
| Budgeted Expenditures in SFY 2024 | \$100,000 | <u>Status</u> |  |
| –<br>Total Expenditures           | \$200,000 | Approved      |  |

Line Item ID: 204-3-0017

| Allocation Type                   | Is this Item for the 20% Minimuim      | Learning Loss Set Aside Expenditure         |
|-----------------------------------|--|---|
| Direct Allocation                 | YES - this item is marked for Learning | g Loss Set Aside Expenditure                |
| Account Name                      | Account Number                         |   |
| Instructional Coaches Salary      | 07 2213 110 912                        |   |
| Function Code                     | Object Code                            | Allowable Use                               |
| 2210 - Improvement of Instruction | 110 - Regular Certified Salaries       | 12 - Addressing learning loss among         |
| Services                          |  | students, including vulnerable populations. |

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

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0       |               |
| Budgeted Expenditures in SFY 2023 | \$375,000 |               |
| Budgeted Expenditures in SFY 2024 | \$385,000 | <u>Status</u> |
| -<br>Total Expenditures           | \$760,000 | Approved      |

Line Item ID: 204-3-0018

| <u>Allocation Type</u><br>Direct Allocation | NO - this item is not marked for Lear         | Learning Loss Set Aside Expenditure<br>ming Loss Set Aside Expenditure                |
|---|---|---|
| <u>Account Name</u><br>LETRS Training       | <u>Account Number</u><br>07 1000 0000 912 150 |   |
| Function Code                               | Object Code                                   | Allowable Use   |
| 1000 - Instruction                          | 150 - Additional Compensation                 | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

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

| \$0      |                        |
|----------|------------------------|
| \$0      |                        |
| \$27,648 |                        |
| \$0      | <u>Status</u>          |
| \$27,648 | Approved               |
|          |                        |
|          |                        |
|          |                        |
|          | \$0<br>\$27,648<br>\$0 |

| <u>Allocation Type</u><br>Direct Allocation | Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear | Learning Loss Set Aside Expenditure<br>ning Loss Set Aside Expenditure                |
|---|--|---|
| Account Name<br>LETRS Training              | Account Number<br>07 1000 0000 912 150                                     |   |
| Function Code                               | Object Code  | Allowable Use   |
| 1000 - Instruction                          | 150 - Additional Compensation  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

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

|               | \$0      | Budgeted Expenditures in SFY 2021 |
|---------------|----------|-----------------------------------|
|               | \$0      | Budgeted Expenditures in SFY 2022 |
|               | \$0      | Budgeted Expenditures in SFY 2023 |
| <u>Status</u> | \$31,104 | Budgeted Expenditures in SFY 2024 |
| Approved      | \$31,104 | –<br>Total Expenditures           |
|               |          |                                   |
|               |          | Line Item ID: 204-3-0020          |

| Allocation Type         | Is this Item for the 20% Minimuim Lea          | •  |
|-------------------------|--|--|
| Direct Allocation       | NO - this item is not marked for Learning      | g Loss Set Aside Expenditure                                       |
| Account Name            | Account Number                                 |  |
| Pacing Guide Curriculum | 07 1000 0000 150 912                           |  |
| Function Code           | Object Code                                    | Allowable Use  |
| 1000 - Instruction      | 151 - Additional compensation paid to teachers | 12 - Addressing learning loss among students, including vulnerable |
|                         |  | populations.   |

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

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$12,600 |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| Total Expenditures                | \$12,600 | Approved      |
|                                   |          |               |
| Line Item ID: 204-3-0021          |          |               |

| Allocation Type    | Is this Item for the 20% M    | inimuim Learning Loss Set Aside Expenditure   |
|--------------------|-------------------------------|---|
| Direct Allocation  | YES - this item is marked for | Learning Loss Set Aside Expenditure   |
| Account Name       | Account Number                |   |
| Decodable Text     | 07 1000 641                   |   |
| Function Code      | Object Code                   | Allowable Use   |
| 1000 - Instruction | 641 - Books                   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

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

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$0      |               |
| Budgeted Expenditures in SFY 2024 | \$79,200 | <u>Status</u> |
| Total Expenditures                | \$79,200 | Approved      |
| Line Item Comment from KSDE       |          |               |
| New Line Item                     |          |               |

| Allocation Type    | <u>Is this Item for the 20% Minimuim L</u> | earning Loss Set Aside Expenditure  |
|--------------------|--|-------------------------------------|
| Direct Allocation  | YES - this item is marked for Learning     | Loss Set Aside Expenditure          |
| Account Name       | Account Number                             |                                     |
| Ozobots/BeeBots    | 07 1000 650                                |                                     |
| Function Code      | Object Code                                | Allowable Use                       |
| 1000 - Instruction | 650 - Supplies-Technology Related          | 12 - Addressing learning loss among |
|                    |  | students, including vulnerable      |

populations.

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

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

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$0      |               |
| Budgeted Expenditures in SFY 2024 | \$11,667 | <u>Status</u> |
| Total Expenditures                | \$11,667 | Approved      |
| Line Item Comment from KSDE       |          |               |
| Line item Comment from KSDE       |          |               |

| Allocation Type   | <u>Is this Item for the 20% Minimuim Le</u>   | •  |
|---|---|--|
| Direct Allocation   | NO - this item is not marked for Learni   | ng Loss Set Aside Expenditure  |
| Account Name  | Account Number  |  |
| ProCare School Pyschologist   | 07E 2140 300 0000 912   |  |
| Function Code   | Object Code   | Allowable Use  |
| 2410 - Office of the Principal Services   | 300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.   |
| Please describe the expenditures within   | n the account and how they will addres  | s a COVID-19 need  |
| an outside agency to hire an in-person sc   | hool psychologist. The cost of the service  | rough zoom. The district will contract with<br>e is \$88 per hour for a minimum of 37.5<br>dual for approximately 170 school days for  |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$0   |  |
| Budgeted Expenditures in SFY 2023   | \$0   |  |
| Dudwatad Fuwawdituwaa in CFV 2024   | ¢112 200  | <b>a</b>   |
| Budgeted Expenditures in SFY 2024   | \$112,200   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   | \$112,200   | <u>Status</u><br>Approved  |
| Total Expenditures ne Item ID: 204-3-0024 Allocation Type   |   | Approved   |
| Total Expenditures ne Item ID: 204-3-0024 Allocation Type Direct Allocation   | \$112,200<br>Is this Item for the 20% Minimuim Le   | Approved   |
| Total Expenditures Total Expenditures Total Expenditures Total Expenditures Total Expenditures The Item ID: 204-3-0024 Contemporation Type Direct Allocation Account Name   | \$112,200<br>Is this Item for the 20% Minimuim Lo<br>YES - this item is marked for Learning L   | Approved   |
| Total Expenditures Total Expenditures The Item ID: 204-3-0024 Allocation Type Direct Allocation Account Name College and Career Advocate  | \$112,200<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Le<br>Account Number  | Approved   |
| <b>-</b>  | \$112,200<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>07 E 2122 217 2000 912   | Approved<br>earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure   |
| Total Expenditures Total Expenditures The Item ID: 204-3-0024 Allocation Type Direct Allocation Account Name College and Career Advocate Function Code 1000 - Instruction   | \$112,200<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>07 E 2122 217 2000 912<br>Object Code<br>121 - Full-Time Non-Certified Salaries  | Approved  Approved  Approved  Approved  Aniovable Use  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.                               |
| Total Expenditures Total Expenditures The Item ID: 204-3-0024 Allocation Type Direct Allocation Account Name College and Career Advocate Function Code 1000 - Instruction Please describe the expenditures within Previously Approved: College and Career   | \$112,200<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>07 E 2122 217 2000 912<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>In the account and how they will address<br>r advocate will be utilized to support study  | Approved  Approved  Approved  Approved  Aniovable Use  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.                               |
| Fotal Expenditures         Ine Item ID: 204-3-0024         Allocation Type         Direct Allocation         Account Name         College and Career Advocate         Function Code         1000 - Instruction         Please describe the expenditures within         Previously Approved: College and Career         essential skills and classes needed for post   | \$112,200<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>07 E 2122 217 2000 912<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>In the account and how they will address<br>r advocate will be utilized to support study  | Approved  Approved  Approved  Approved  Allowable Use  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  Allowable Use  Covid-19 need |
| Total Expenditures         The Item ID: 204-3-0024         Allocation Type         Direct Allocation         Account Name         College and Career Advocate         Function Code         1000 - Instruction         Please describe the expenditures within         Previously Approved: College and Career         essential skills and classes needed for pos         Budgeted Expenditures in SFY 2021  | \$112,200<br><b>Is this Item for the 20% Minimuim Le</b><br>YES - this item is marked for Learning I<br><b>Account Number</b><br>07 E 2122 217 2000 912<br><b>Object Code</b><br>121 - Full-Time Non-Certified Salaries<br><b>n the account and how they will address</b><br>r advocate will be utilized to support stude<br>st- secondary success.       | Approved  Approved  Approved  Approved  Allowable Use  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  Allowable Use  Covid-19 need |
| Total Expenditures within Total Expenditures | \$112,200<br><b>Is this Item for the 20% Minimuim Le</b><br>YES - this item is marked for Learning L<br><b>Account Number</b><br>07 E 2122 217 2000 912<br><b>Object Code</b><br>121 - Full-Time Non-Certified Salaries<br><b>n the account and how they will address</b><br>advocate will be utilized to support studes<br>st- secondary success.<br>\$0 | Approved  Approved  Approved  Approved  Allowable Use  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  Allowable Use  Covid-19 need |

\$120,000

Approved

Total Expenditures

# Line Item Comment from KSDE

Approved for SFY 2021.

# **ESSER III APPLICATION FOR D0212**

<u>Status</u> 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**

| District            | <u>Address</u>                 | Mail Address                 |
|---------------------|--------------------------------|------------------------------|
| Northern Valley     | 512 W Bryant, Almena, KS 67622 | PO Box 217, Almena, KS 67622 |
|                     |                                |                              |
| Superintendent Name | Superintendent E-mail Address  | Superintendent Phone Number  |

# Authorized Representative of the District Information

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

# **Plan for Safe Return**

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

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

# Use of Funds for CDC Guidance

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

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

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

# **Stakeholder Engagement**

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

#### Students

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

# Families

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

# School and District Administrators including Special Education Administration

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

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

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

# Tribes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

• Purchasing educational technology (hardware, software, and connectivity) for students to assist in the interaction between students and instructors

- Providing mental health services and supports (such as social and emotional curriculum)
- Provide time on Fridays (we have a four-day school week) for students to gain extra help on assignments
- Evidence-based supplemental curriculum to address standards-mastery and ensure academic growth

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

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

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

In addition, learning loss tutors will be made available for all students to ensure they have equitable access to interventions and resources.

# Allocations

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

# Line Items

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

# Line Item Details

Line Item ID: 212-3-0002

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                  |  |  |  |
|--|--|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure                   |  |  |  |
| Account Name   | Account Number   |  |  |  |
| Federal  | 7  |  |  |  |
| Function Code  | Object Code  | Allowable Use  |  |  |
| 2600 - Operation and Maintenance of  | 700 - PROPERTY   | 13 - School facility repairs and   |  |  |
| Plant Services (All except<br>Transportation)  |  | improvements to enable operation of<br>schools to reduce risk of virus   |  |  |
|  |  | transmission and exposure to   |  |  |
|  |  | environmental health hazards, and to   |  |  |
|  |  |  |  |  |
|  |  | support student health needs.  |  |  |
| Please describe the expenditures with  | n the account and how they w   | support student health needs.  |  |  |
| Purchase of water fountains and automa   | tic flushing devices. These device   | support student health needs.  |  |  |
| Purchase of water fountains and automa<br>the spread of Covid-19 contamination by  | tic flushing devices. These device   | support student health needs.  |  |  |
| Purchase of water fountains and automa<br>the spread of Covid-19 contamination by<br>Budgeted Expenditures in SFY 2021   | tic flushing devices. These device<br>v touch.   | support student health needs.  |  |  |
| Purchase of water fountains and automa<br>the spread of Covid-19 contamination by<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | tic flushing devices. These device<br>v touch.<br>\$0                                  | support student health needs.  |  |  |
| Purchase of water fountains and automa<br>the spread of Covid-19 contamination by<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023   | tic flushing devices. These device<br>v touch.<br>\$0<br>\$0                           | support student health needs.  |  |  |
| Please describe the expenditures with<br>Purchase of water fountains and automa<br>the spread of Covid-19 contamination by<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures | tic flushing devices. These device<br>v touch.<br>\$0<br>\$0<br>\$14,140               | support student health needs.  |  |  |
| Purchase of water fountains and automa<br>the spread of Covid-19 contamination by<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024  | tic flushing devices. These device<br>v touch.<br>\$0<br>\$0<br>\$14,140<br>\$0<br>\$0 | support student health needs.<br><b>fill address a COVID-19 need</b><br>es will allow for hands-free operation, thus reducing<br><u>Status</u> |  |  |

Line Item ID: 212-3-0003

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |   |  |  |
|---|--|---|--|--|
| Direct Allocation   | NO - this item is not marked for Learnin   | g Loss Set Aside Expenditure  |  |  |
| Account Name  | Account Number   |   |  |  |
| Federal   | 7  |   |  |  |
| Function Code   | Object Code  | Allowable Use   |  |  |
| 2200 - Support Services (Instructional<br>Staff)                                    | 120 - Regular Non-Certified Salaries   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |  |  |
| Please describe the expenditures with   | in the account and how they will address   | a COVID-19 need   |  |  |
| in 2020, we found the necessity to hire a   | e operation and maintenance of computers<br>technology director 20 hours / week to hel<br>tinue to keep this employee on up until Sep  | p monitor, troubleshoot, and manage   |  |  |
| Budgeted Expenditures in SFY 2021   | \$0  |   |  |  |
| Budgeted Expenditures in SFY 2022   | \$0  |   |  |  |
| Budgeted Expenditures in SFY 2023   | \$48,000   |   |  |  |
| Budgeted Expenditures in SFY 2024   | \$52,000   | <u>Status</u>   |  |  |
| Total Expenditures  | \$100,000  | Approved  |  |  |
| ine Item ID: 212-3-0004   |  |   |  |  |
| Allocation Type   | Is this Item for the 20% Minimuim Le   | arning Loss Set Aside Expenditure   |  |  |
| Direct Allocation   | YES - this item is marked for Learning Lo  | oss Set Aside Expenditure   |  |  |
| Account Name  | Account Number   |   |  |  |
| Federal   | 7  |   |  |  |
| Function Code   | Object Code  | Allowable Use   |  |  |
| 2200 - Support Services (Instructional<br>Staff)                                    | 120 - Regular Non-Certified Salaries   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |  |  |
| Please describe the expenditures with   | in the account and how they will address   | a COVID-19 need   |  |  |
| Extra help to address learning loss, these during our enrichment time to address lo | teachers will work with at-risk students bo<br>ower test scores and get them back to grad<br>we do not have school because we are a fo | th during the day for study skills and<br>e level. /The plan is to hire 3 teachers (one |  |  |
| Budgeted Expenditures in SFY 2021   | \$0  |   |  |  |

| Budgeted Expenditures in SFY 2021 | \$U      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$49,208 |
| Budgeted Expenditures in SFY 2024 | \$0      |
| Total Expenditures                | \$49,208 |

| <u>Status</u> | <br> |  |
|---------------|------|--|
| Approved      |      |  |

| Allocation Type   | <u>Is this Item for the 20% Minimuir</u>  | <u>m Learning Loss Set Aside Expenditure</u>   |  |
|---|---|--|--|
| Direct Allocation   | NO - this item is not marked for Lea  | arning Loss Set Aside Expenditure  |  |
| Account Name  | Account Number  |  |  |
| ederal  | 7   |  |  |
| unction Code  | Object Code   | Allowable Use  |  |
| 2710 - Vehicle Operation  | 730 - Equipment   | 16 - Other activities necessary to maintain LEA operations and services  |  |
|   |   | and employ existing LEA staff.   |  |
| Please describe the expenditures with   | in the account and how they will add  | dress a COVID-19 need  |  |
|   | ir students to spread out more on rout  | transport to school. The purchase of a good<br>es. This will improve the air quality and lesse<br>/ staff member.  |  |
| Budgeted Expenditures in SFY 2021   | \$0   |  |  |
| Budgeted Expenditures in SFY 2022   | \$0   |  |  |
| Budgeted Expenditures in SFY 2023   | \$52,000  |  |  |
| Budgeted Expenditures in SFY 2024   | \$0   | <u>Status</u>  |  |
|   | itures \$52,000 Approved  |  |  |
| Line Item Comment from KSDE   |   |  |  |
| Line Item Comment from KSDE<br>This requires prior approval with the Equ  |   |  |  |
| Line Item Comment from KSDE<br>This requires prior approval with the Equ<br>ne Item ID: 212-3-0001  | ipment Purchase Form this can be four   |  |  |
| Line Item Comment from KSDE<br>This requires prior approval with the Equ<br>ne Item ID: 212-3-0001<br>Allocation Type   | ipment Purchase Form this can be four   | nd at Form 9-311-166 (ksde.org)<br><u>m Learning Loss Set Aside Expenditure</u>  |  |
| Line Item Comment from KSDE<br>This requires prior approval with the Equ<br>ne Item ID: 212-3-0001<br>Allocation Type<br>Direct Allocation  | ipment Purchase Form this can be four<br>Is this Item for the 20% Minimuir  | nd at Form 9-311-166 (ksde.org)<br><u>m Learning Loss Set Aside Expenditure</u>  |  |
| Line Item Comment from KSDE<br>This requires prior approval with the Equine Item ID: 212-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name   | ipment Purchase Form this can be four<br>Is this Item for the 20% Minimuir<br>NO - this item is not marked for Lea  | nd at Form 9-311-166 (ksde.org)<br>m Learning Loss Set Aside Expenditure   |  |
| Line Item Comment from KSDE<br>This requires prior approval with the Equine Item ID: 212-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Eederal  | ipment Purchase Form this can be four<br>Is this Item for the 20% Minimuir<br>NO - this item is not marked for Lea<br>Account Number  | nd at Form 9-311-166 (ksde.org)<br><u>m Learning Loss Set Aside Expenditure</u>  |  |
| Line Item Comment from KSDE<br>This requires prior approval with the Equ<br>ne Item ID: 212-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Federal<br>Function Code  | ipment Purchase Form this can be four<br>Is this Item for the 20% Minimuir<br>NO - this item is not marked for Lea<br>Account Number<br>7   | nd at Form 9-311-166 (ksde.org)<br><b>m Learning Loss Set Aside Expenditure</b><br>arning Loss Set Aside Expenditure<br><b>Allowable Use</b>   |  |
| Line Item Comment from KSDE<br>This requires prior approval with the Equination ID: 212-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Federal<br>Function Code<br>1000 - Instruction  | ipment Purchase Form this can be four<br>Is this Item for the 20% Minimuir<br>NO - this item is not marked for Lea<br>Account Number<br>7<br>Object Code<br>650 - Supplies-Technology Related   | and at Form 9-311-166 (ksde.org) <b>m Learning Loss Set Aside Expenditure</b> arning Loss Set Aside Expenditure         Allowable Use         9 - Purchasing educational technolog (including hardware, software, and connectivity) for the LEA's students.  |  |
| Line Item Comment from KSDE<br>This requires prior approval with the Equ<br>ne Item ID: 212-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Federal<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Purchase of new iPads / 70 iPads will cov  | ipment Purchase Form this can be four<br>Is this Item for the 20% Minimuir<br>NO - this item is not marked for Lea<br>Account Number<br>7<br>Object Code<br>650 - Supplies-Technology Related<br>in the account and how they will add<br>ver grades K - 5. These up - to - date u   | and at Form 9-311-166 (ksde.org)         m Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         Allowable Use         9 - Purchasing educational technolog         (including hardware, software, and connectivity) for the LEA's students.         dress a COVID-19 need |  |
| Line Item Comment from KSDE This requires prior approval with the Equ the Item ID: 212-3-0001 Allocation Type Direct Allocation Account Name Federal Function Code 1000 - Instruction Please describe the expenditures with Purchase of new iPads / 70 iPads will cov system when remote learning is necessal   | ipment Purchase Form this can be four<br>Is this Item for the 20% Minimuir<br>NO - this item is not marked for Lea<br>Account Number<br>7<br>Object Code<br>650 - Supplies-Technology Related<br>in the account and how they will add<br>ver grades K - 5. These up - to - date u   | and at Form 9-311-166 (ksde.org)         m Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         Allowable Use         9 - Purchasing educational technolog<br>(including hardware, software, and<br>connectivity) for the LEA's students.         dress a COVID-19 need   |  |
| Line Item Comment from KSDE This requires prior approval with the Equ ne Item ID: 212-3-0001 Allocation Type Direct Allocation Account Name Federal Federal Function Code 1000 - Instruction Please describe the expenditures with Purchase of new iPads / 70 iPads will cov system when remote learning is necessar Budgeted Expenditures in SFY 2021  | Inipment Purchase Form this can be four         Is this Item for the 20% Minimuir         NO - this item is not marked for Lea         Account Number         7         Object Code         650 - Supplies-Technology Related         in the account and how they will add         ver grades K - 5. These up - to - date ury, due to Covid - 19. | and at Form 9-311-166 (ksde.org)         m Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         Allowable Use         9 - Purchasing educational technolog<br>(including hardware, software, and<br>connectivity) for the LEA's students.         dress a COVID-19 need   |  |
| Total Expenditures Line Item Comment from KSDE This requires prior approval with the Equ ne Item ID: 212-3-0001 Allocation Type Direct Allocation Account Name Federal Function Code 1000 - Instruction Please describe the expenditures with Purchase of new iPads / 70 iPads will cov system when remote learning is necessal Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 Budgeted Expenditures in SFY 2023 | ipment Purchase Form this can be four<br>Is this Item for the 20% Minimuir<br>NO - this item is not marked for Lea<br>Account Number<br>7<br>Object Code<br>650 - Supplies-Technology Related<br>in the account and how they will add<br>ver grades K - 5. These up - to - date u<br>ry, due to Covid - 19.<br>\$0                                | and at Form 9-311-166 (ksde.org) <b>m Learning Loss Set Aside Expenditure</b> arning Loss Set Aside Expenditure         Allowable Use         9 - Purchasing educational technolog (including hardware, software, and connectivity) for the LEA's students.  |  |
| Line Item Comment from KSDE<br>This requires prior approval with the Equ<br>ne Item ID: 212-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Federal<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Purchase of new iPads / 70 iPads will cov<br>system when remote learning is necessal<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022               | ipment Purchase Form this can be four<br>Is this Item for the 20% Minimuir<br>NO - this item is not marked for Lea<br>Account Number<br>7<br>Object Code<br>650 - Supplies-Technology Related<br>in the account and how they will add<br>ver grades K - 5. These up - to - date u<br>ry, due to Covid - 19.<br>\$0<br>\$0<br>\$0                  | and at Form 9-311-166 (ksde.org)         m Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         Allowable Use         9 - Purchasing educational technolog (including hardware, software, and connectivity) for the LEA's students.         dress a COVID-19 need         |  |

\$30,000

Approved

**Total Expenditures** 

# **KSDE Application Comments**

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

#### **Current Directory Information**

| <u>District</u>            | <u>Address</u>                     | <u>Mail Address</u>               |
|----------------------------|------------------------------------|-----------------------------------|
| Hodgeman County Schools    | 401 Douglas, Jetmore, KS 678540398 | PO Box 398, Jetmore, KS 678540398 |
| <u>Superintendent Name</u> | Superintendent E-mail Address      | Superintendent Phone Number       |
| Doug Chaney                | dbchaney@usd227.org                | (620) 357-8301                    |

# **Authorized Representative of the District Information**

| Name                                   | Position of Title | E-mail Address                                   | <u>Phone Number</u> |  |
|--|-------------------|--|---------------------|--|
| Christina Cohoon                       | Clerk             | christina@usd227.org                             | (620) 357-8301      |  |
| Other District Representative 1 - Name |                   | Other District Representative 1 - E-mail Address |                     |  |
| Jason Fawcett                          |                   | jfawcett@usd227.org                              |                     |  |
| Other District Representative 2 - Name |                   | Other District Representative                    | 2 - E-mail Address  |  |

# **Plan for Safe Return**

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

www.usd227.org

# **Use of Funds for CDC Guidance**

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

Our small rural district is continually working with our county health department for the most recent recommendations while following our plan for safe return to help with prevention and mitigation of COVID-19. Our district plans to improve the HVAC System in the high school and elementary schools. This will improve air quality and air flow in both buildings as well as provide continuous airflow throughout the day. New units will not only improve air quality but also help mitigate the spread of COVID-19. This is an allowable expense under ESSER criteria guideline 14.

# **Stakeholder Engagement**

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

# Students

USD 227 students were consulted with regarding the ESSER III plan and funds. The principal of schools met with students of both the middle school and the high school student council and KAY organization to discuss the proposed ESSER III plan and to receive their feedback, approximately 30 students (33% of the student body) participated in the focus groups. The following was asked for most from our students:

- 1) ice cream machine
- 2) hot water in the old building

# Families

The district conducted a District Site Council Meeting to review the plan on August 17, 2022. The site council consist of 8 parents and community members, in addition to staff and students. Parent focus groups consisting of 13 parents were also held to consult about the ESSER III plan. Approximately 15% of the family units and parents of students with disabilities participated. The most requested items revealed that this group wanted:

1) updated curriculum

# School and District Administrators including Special Education Administration

All administrators (2) had a hand in developing the ESSER III plan, thus there was approval of the plan. The district also collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. The administration felt the following should have a focus in our ESSER III plan:

1) HVAC

2) student learning loss (academic screener, intervention software programs and instructional materials).

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

The school district worked directly with our teachers at staff meetings and all of the staff members were invited to participate. In regard to the teachers' union, there are no known union members within the district. We did talk with the teacher representatives that negotiated for the teachers. The representatives suggested the following:

1) updated curriculum

2) educational manipulatives

# Tribes

Although the district is unaware of any Tribal residents within the community, we do have 2 students who self-reported as identifying as Native American in our school information system. In consultation with these students and their families, they did not offer any suggestions but agreed with the recommendations of the administration.

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

Email contact was made with the Disability Rights Center of Kansas to Mr. Lane Williams. His response was:

Thanks for your email asking for our input. I can talk with you later this afternoon, but to let you know beforehand, the many school administrators who have sought our input, have asked me to provide our input by email or to take an online survey they created. If written input is acceptable to you, I can provide the following; otherwise, I can call you later today:

Thank you for offering us the opportunity to provide input on your plan to use ESSER III funds. The Disability Rights Center of Kansas supports schools in Kansas which are trying to obtain additional educational supports and services to address the loss in learning by students, particularly students with disabilities, due to the covid pandemic. DRC is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. We are a private non-profit which provides legal advocacy services to clients on a variety of disability rights issues, including education issues encountered by students with disabilities. Since March 2020, our office has received numerous calls from parents of children with disabilities with concerns about the harmful disruption to the educational progress of their children due to the pandemic. They see their children, like their peers, struggling to catch up to where they were educationally prior to the onset of the pandemic. Unlike their peers, however, their disabilities often create an additional barrier to making progress. We support all the additional supports and services being considered by Kansas school districts, but especially summer enrichment programs, after school tutoring, additional technology, professional development support, additional staff for special education students, and behavioral health services are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic.

Feel free to contact me at 785-273-9661, ext. 117 if you have any questions. Good luck developing and implementing your plan.

#### Lane Williams

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

Children with disabilities: 56 students with disabilities. Focus groups that included parents and staff that serve students with disabilities were asked about the ESSER III plan for USD 227. They suggested:

1. Hot water in the old bathrooms

Students English learners: There are three English learners in the district. Consultation with the certified staff member regarding the needs of the students. It was suggested that we provide:

- 1. translation program
- 2. ESL dictionaries

Children experiencing homelessness: Currently, there is one family that is experiencing homelessness. The counselor was consulted regarding the needs of the students. At this time nothing was identified.

Children in foster care: There is two foster families in the district. A foster family (50% of the subgroup) was consulted, and the following was suggested:

- 1. laptops to take home
- 2. on site counseling

Migratory students: There are no students in the district that are Migratory at this time. Children who are incarcerated: There are no students in the district at this time.

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

Community input was sought at a public meeting held on January 16, 2023. There were 45 community members that attended our public forum and the ESSER III plan was discussed. There are public representatives on the District Site Council, which parents, businesses, and local organizations (such as the Lions Club) provided feedback regarding the USD 227 ESSER III plan. The suggestions include:

- 1. Air quality
- 2. Learning loss support

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

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

USD 227 held in person learning throughout the entire 2020-2021 school year with the exception of shutting down 2 weeks before Thanksgiving break due to high number of illness and we continued that through the 2021-2022 school year. One thing that we have noticed is we did have a higher number of absenteeism which can be attributed to contact tracing, COVID illness and quarantines. The effects of continued absenteeism could eventually affect our graduation rate. We have found that the drop in academic achievement was not as severe as anticipated. We monitor this through screeners such as AimsWeb, Xello, Star Math and Star Reading to identify Tier 2 and Tier 3 students experiencing learning loss due to COVID-19.

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

USD 227 will address the K-12 social, emotional nd mental health skills through Hope Rising. We will also address academic loss through the following programs:

AimsWeb and XELLO– screener to identify Tier 2 and Tier 3 students experiencing learning loss due to COVID-19.
 Secondary Intervention software for Credit Recovery and Grade Level recovery in Reading and Math for Tier 2 and Tier 3 students experiencing learning loss due to COVID-19 (Reading Plus and Dream Box)

3) Elementary Instructional programs for Tier 2 and Tier 3 (Read Naturally, STAR, Freckle, and AR Reading programs)

4) Instructional materials for Tier 2 and Tier 3 students (leveled reading books, and math manipulatives)

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

USD 227 will use it's remaining ARP ESSER funds to replace HVAC in our district. This will help to improve the air quality in the facilities.

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

USD 227 will ensure that the interventions implemented respond to the academic, social, emotional and mental health needs of all students. Particular those disproportionately impacted by COVID-19 by checking absenteeism numbers throughout the school year, utilization of the screening process up in place by the programs purchase and graduation repots.

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$309,142                | \$0                | \$309,142               | ESSER III Allocations | \$61,829    |
| Approved Total        | \$61,829                 | \$0                | \$61,829                | Approved Total        | \$61,829    |
| Amount Left           | \$247,313                | \$0                | \$247,313               | Amount Still Needed   | \$0         |
| In Review Total       | \$247,313                | \$0                | \$247,313               | In Review Total       | \$0         |
| Amount Left           | \$0                      | \$0                | \$0                     | Amount Still Needed   | \$0         |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 227-3-0005 | Direct             | False            | 4700             | 450            | 14               | \$247,313          | Task Force Review |
| 227-3-0001 | Direct             | True             | 1000             | 610            | 12               | \$10,000           | Approved          |
| 227-3-0002 | Direct             | True             | 1000             | 610            | 12               | \$14,000           | Approved          |
| 227-3-0003 | Direct             | True             | 1000             | 610            | 12               | \$16,000           | Approved          |
| 227-3-0004 | Direct             | True             | 1000             | 610            | 12               | \$21,829           | Approved          |

# Line Item Details

Line Item ID: 227-3-0005

| Allocation Type  | Is this Item for the 20% Minimuim Le   | arning Loss Set Aside Expenditure  |
|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
| Account Name   | Account Number   |  |
| ESSER III  | 0745000000   |  |
| Function Code  | Object Code  | Allowable Use  |
| 4700 - Building Improvements   | 450 - Construction Services (Outside<br>Contractors)   | 14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air<br>quality in school facilities. |
| Please describe the expenditures withi   | n the account and how they will address  | s a COVID-19 need  |
|  | ow us to improve air quality and air flow in<br>he day. New units and controller system w<br>\$0   |  |
| Budgeted Expenditures in SFY 2022  | \$0<br>\$0   |  |
| Budgeted Expenditures in SFY 2023  | \$0<br>\$0   |  |
| Budgeted Expenditures in SFY 2024  | \$247,313  | Status   |
| Total Expenditures   | \$247,313  | Task Force Review  |
| Allowable if meets CDC guidelines.   |  |  |
| Allowable if meets CDC guidelines.   |  |  |
| Allowable if meets CDC guidelines.<br>ine Item ID: 227-3-0001<br>Allocation Type   | Is this Item for the 20% Minimum Le  | •  |
| Allowable if meets CDC guidelines.<br>ne Item ID: 227-3-0001<br>Allocation Type<br>Direct Allocation   | YES - this item is marked for Learning L   | •  |
| Allowable if meets CDC guidelines.<br>ine Item ID: 227-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name  | YES - this item is marked for Learning Le<br>Account Number  | •  |
| Allowable if meets CDC guidelines.<br>ne Item ID: 227-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name   | YES - this item is marked for Learning L   | •  |
| Allowable if meets CDC guidelines.<br>ine Item ID: 227-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III   | YES - this item is marked for Learning Le<br>Account Number  | •  |
| Line Item Comment from KSDE Allowable if meets CDC guidelines. ine Item ID: 227-3-0001 Allocation Type Direct Allocation Account Name ESSER III Function Code 1000 - Instruction   | YES - this item is marked for Learning Le<br><u>Account Number</u><br>0745000000   | oss Set Aside Expenditure  |
| Allowable if meets CDC guidelines.<br>ne Item ID: 227-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction   | YES - this item is marked for Learning Lo<br>Account Number<br>07450000000<br>Object Code<br>610 - General Supplies and Materials  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Allowable if meets CDC guidelines.<br>ne Item ID: 227-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>AimsWeb & Xello purchases. These prog  | YES - this item is marked for Learning Lo<br>Account Number<br>0745000000<br>Object Code<br>610 - General Supplies and Materials<br>n the account and how they will address<br>grams are for screening and monitoring ide                            | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>a COVID-19 need                        |
| Allowable if meets CDC guidelines.<br>ne Item ID: 227-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>AimsWeb & Xello purchases. These prog<br>experiencing learning loss due to COVID   | YES - this item is marked for Learning Lo<br>Account Number<br>0745000000<br>Object Code<br>610 - General Supplies and Materials<br>n the account and how they will address<br>grams are for screening and monitoring ide                            | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>a COVID-19 need                        |
| Allowable if meets CDC guidelines.<br>ne Item ID: 227-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>AimsWeb & Xello purchases. These prog<br>experiencing learning loss due to COVID<br>Budgeted Expenditures in SFY 2021                                      | YES - this item is marked for Learning Lo<br>Account Number<br>07450000000<br>Object Code<br>610 - General Supplies and Materials<br>n the account and how they will address<br>grams are for screening and monitoring ide<br>19                     | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>a COVID-19 need                        |
| Allowable if meets CDC guidelines.<br>ne Item ID: 227-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>AimsWeb & Xello purchases. These prog<br>experiencing learning loss due to COVID<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | YES - this item is marked for Learning Le<br>Account Number<br>0745000000<br>Object Code<br>610 - General Supplies and Materials<br>In the account and how they will address<br>prams are for screening and monitoring ide<br>19<br>\$0              | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>a COVID-19 need                        |
| Allowable if meets CDC guidelines.<br>ine Item ID: 227-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi  | YES - this item is marked for Learning Lo<br>Account Number<br>0745000000<br>Object Code<br>610 - General Supplies and Materials<br>n the account and how they will address<br>prams are for screening and monitoring ide<br>19<br>\$0<br>\$0<br>\$0 | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>a COVID-19 need                        |

| ine Item ID: 227-3-0002   |   |   |
|---|---|---|
| Allocation Type   | Is this Item for the 20% Minimuim Lea   | arning Loss Set Aside Expenditure           |
| Direct Allocation   | YES - this item is marked for Learning Lo   | oss Set Aside Expenditure                   |
| Account Name  | Account Number  |   |
| ESSER III   | 074500000000  |   |
| Function Code   | Object Code   | Allowable Use                               |
| 1000 - Instruction  | 610 - General Supplies and Materials  | 12 - Addressing learning loss among         |
|   |   | students, including vulnerable populations. |
| Please describe the expenditures with   | in the account and how they will address  | a COVID-19 need                             |
| ,   | re (Reading Plus and Dreambox) for credit re<br>tudents experiencing learning loss due to C | , , ,                                       |
| Budgeted Expenditures in SFY 2021   | \$0   |   |
| Budgeted Expenditures in SFY 2022   | \$0   |   |
| Budgeted Expenditures in SFY 2023   | \$7,000   |   |
| Budgeted Expenditures in SFY 2024   | \$7,000   | <u>Status</u>                               |
| Total Expenditures  | \$14,000  | Approved                                    |
| Allocation Type   | Is this Item for the 20% Minimuim Lea   | arning Loss Set Aside Expenditure           |
| Direct Allocation   | YES - this item is marked for Learning Lo   | • ·   |
| Account Name  | Account Number  |   |
| ESSER III   | 074500000   |   |
| Function Code   | Object Code   | Allowable Use                               |
| 1000 - Instruction  | 610 - General Supplies and Materials  | 12 - Addressing learning loss among         |
|   | · · · · · · · · · · · · · · · · · · ·   | students, including vulnerable              |
|   |   | populations.                                |
| Please describe the expenditures with   | in the account and how they will address  | a COVID-19 need                             |
| Elementary instructional programs for Ti<br>Star, Freckle and AR Reading software p | er II and Tier III students experiencing learni<br>ograms.                                  | ng loss due to COVID 19. Read Naturally,    |
| 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   | <u>Status</u>                               |
| Total Expenditures  | \$16,000  | Approved                                    |

| Allocation Type  | Is this Item for the 20% Minimuim Le   | earning Loss Set Aside Expenditure                                 |
|--|--|--|
| Direct Allocation  | YES - this item is marked for Learning L                                       | oss Set Aside Expenditure  |
| Account Name   | Account Number   |  |
| ESSER III  | 07450000000  |  |
| Function Code  | Object Code  | Allowable Use  |
| 1000 - Instruction   | 610 - General Supplies and Materials   | 12 - Addressing learning loss among students, including vulnerable |
|  |  | populations.   |
| Please describe the expenditures with  | n the account and how they will address  | populations.   |
| •  | III students experiencing learning loss due                                    | populations.<br>s a COVID-19 need                                  |
| Instructional materials for Tier II and Tier   | III students experiencing learning loss due                                    | populations.<br>s a COVID-19 need                                  |
| Instructional materials for Tier II and Tier<br>limited to, leveled reading books and ma   | III students experiencing learning loss due th manipulatives.                  | populations.<br>s a COVID-19 need                                  |
| Instructional materials for Tier II and Tier<br>limited to, leveled reading books and ma<br>Budgeted Expenditures in SFY 2021                                      | III students experiencing learning loss due<br>th manipulatives.<br>\$0        | populations.<br>s a COVID-19 need                                  |
| Instructional materials for Tier II and Tier<br>limited to, leveled reading books and ma<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | III students experiencing learning loss due<br>th manipulatives.<br>\$0<br>\$0 | populations.<br>s a COVID-19 need                                  |

# **ESSER III APPLICATION FOR D0231**

#### **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

| <b>Current Directory Information</b> |  |                              |
|--------------------------------------|--|------------------------------|
| <u>District</u>                      | Address                                    | Mail Address                 |
| Gardner Edgerton                     | 231 East Madison Street, Gardner, KS 66030 | PO Box 97, Gardner, KS 66030 |
|                                      |  |                              |
| Superintendent Name                  | Superintendent E-mail Address              | Superintendent Phone Number  |
| Brian Huff                           | HuffB@usd231.com                           | (913) 856-2000               |
|                                      | -  |                              |

#### **Authorized Representative of the District Information**

| Name                           | Position of Title   | <u>E-mail Address</u>         | Phone Number                |
|--------------------------------|---------------------|-------------------------------|-----------------------------|
| Tiffany Morawiec               | Director of Finance | morawiect@usd231.com          | (913) 856-2047              |
| Other District Representative  | <u>1 - Name</u>     | Other District Representative | <u>e 1 - E-mail Address</u> |
| Dr. Brian Huff, Superintendent |                     | huffb@usd231.com              |                             |
| Other District Representative  | <u>2 - Name</u>     | Other District Representative | <u> 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.

Timestamp Please identify yourself by selecting all that apply. If applicable, what grade level(s) do your student(s) attend? (Please select all that apply) Please check all that you would like considered: How important is it to you that we prioritize and invest in each of the following? [Summer learning programs] How important is it to you that we prioritize and invest in each of the following? [After school tutoring programs] How important is it to you that we prioritize and invest in each of

#### **Use of Funds for CDC Guidance**

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

Two full-time custodial positions were added to address expanded building sanitation procedures to safely operate schools for in-person learning. The District continues to incur bus sanitation costs with the student transportation company First Student in order to provide safe bus transportation. One nursing position was added to adequately staff the District's largest student attendance center (GEHS) in order to effectively mitigate the spread of COVID. Lastly, the District employed a dedicated student contact tracer to quickly identify high risk exposures and accelerate both the communication across the District to prevent additional exposures and to prevent delays in instances where quarantine is necessary for the FY22 school year.

### Stakeholder Engagement

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

#### Students

In developing our ESSER plan Elementary students had an opportunity to meet one-on-one with school counselors to share concerns, and possible needs they may have at school and home due to the COVID pandemic. At the middle and high school, students could request assistance or a meeting with the school counselors through email or zoom to share concerns or connect to resources. The feedback from students was utilized in assessing student needs and compiling a list of needed resources. In addition, all students in grades 3-12 completed a survey in which they responded to their social emotional needs in the Fall of 2020,Spring 2021, and will continue two times a year through the end of 2022 and SY2023. The data from the survey, as well as the student interaction with the counselors, assisted in determining areas of need. A district wide survey was also emailed in April 2022 and put on our social media where students could respond to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest from our students: Expanded social and emotional learning and mental health services, additional personnel and staff support for academic intervention and summer learning programs. Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

#### Families

Feedback was obtained through communication with parents including concerns related to social emotional and academic progress during the pandemic. Families were also encouraged to fill out a survey to get their input on how to utilize ESSER III funds to overcome the obstacles and stress of learning in the pandemic era. This was sent to parents, students, and community via text message, email and by posting on our school website. Methods of communication included counselor meetings, parent teacher conferences, Student Improvement meetings, etc. Themes from these conversations led district administration to compiling a list of needed resources. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. The most requested items of the surveys revealed that this group was most interested in: Additional behavioral support and interventions, Additional personnel and staff support for academic intervention, and Expanded social and emotional learning programs and Offering more teacher professional development to support teacher growth. The ESSER III Funds will be focused on additional behavior supports for social-emotional support and academic interventionists to support these initiatives.

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

Weekly Department and Cabinet meetings occurred where administrative staff identified areas of needs and developed a plan from feedback and student data to support the learning and environmental needs of the buildings. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022.

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

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district. Information was shared with the local teacher union (GENEA) regarding the District's intent to use ESSER funding for premium pay retention incentives and new interventionist and social worker staffing positions to address individual student academic needs. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. Administration took an active role in the process. The eleven building administrators have contributed their thoughts and ideas as well as expressing the needs of the teachers and students as we expand these funds including consideration for our special population groups. The administration felt the following should have a focus in our ESSER III plan: Retention of current employees, Reading and Math Interventionists, Social Workers and wellness breaks for all staff. Healthy Physical Environment supports: PPE / Cleaning supplies / Air purifiers These have all been taken into consideration and are part of our ESSER III plan.

Although the district is unaware of any Tribal residents in the community, we do have 15 students who identify as Native American in our school information system. These families had the opportunities to attend site council meetings as well as reply to both of our surveys. 3 families responded to our surveys. We reviewed links on the Native Education Collaborative which encourages LEAs to address issues of Ineffective curriculum and instruction, Deficient social and emotional supports, and Inadequate educator preparation and training. Through these communications the needs most expressed were: Additional personnel and staff support for academic intervention, Additional instructional materials and resources (software, textbooks, curriculum, etc.), Offering additional extra-curricular activities, Facility upgrades that support student health needs. These have all been taken into consideration and are part of our ESSER III plan.

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

Monthly meetings with (KASEA) Kansas Association of Special Education Administrators to discuss current trends, legislation and safety protocols to support students with exceptionalities. Emails were sent to Lane Williams at the Disability Rights Center of Kansas with no response. Email was also sent to Kansas Action for Children. Jessica Russell replied that Early learning opportunities, retention incentives for teachers, and social worker supports would be suggested uses. A comprehensive survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. We had two responses from the community that listed they were associated with a Civil Rights Organization. The most important Summer learning programs, After school tutoring programs, Additional personnel and staff support for academic intervention, Additional behavioral support and interventions, Expanded social and emotional learning and mental health services. Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

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

We currently have 1124 special education students, 144 ELL students, 20 students experiencing homelessness including 1 McKinney Vento student, 25 students in foster care and 9 migrant students. We do no currently have any students that are incarcerated. Contact with the district liaison for Migrant Services for USD231 will continue gathering data on student progress and interventions. Monthly state ELL meetings to examine policy and best practice to support English Language Learners as well as monthly ELL department meetings with staff to gather feedback on their students. A District representative attends on-going meetings with McKinney Vento leadership at the state level to remain updated on the needs of the homeless population. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. A total of 97 surveys were completed by parents & staff with students that fall into one or more of the above categories. We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. Through those surveys and conversations, it was clear that the following supports were most needed: additional personnel and staff support for academic intervention, Additional behavioral support and interventions, Expanded social and emotional learning and mental health services for students and staff. Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

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

The District provides ESSER funding updates (KSDE quarterly reports) on BoardDocs for public access. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. To further get input from stakeholders, two community surveys were conducted and posted on the district website to encourage community input. There were 1228 responses to the survey. The breakdown included 898 parents, 277 district staff, 3 community members, and 50 student responses. The most requested items of the survey revealed that: After school tutoring programs. Additional personnel (social-emotional & instructional). Additional instructional materials and resources. Educational field trips. Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

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

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

From grade and attendance data, we have seen a higher need for intervention in academic skills. We had a higher number of students receiving D's and F's, a higher number of students missing 3 or more days of class. Acadience scores indicate a drop in the number of students meeting benchmark on early literacy skills.

During the pandemic, counselors and district social workers received requests for intense student support and resources including mental health services and in- patient facilities. At the secondary level an increase in office referrals indicated behavior and self- regulation concerns. Referrals to the building Student Intervention Teams also increased.

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

The District has been using the MTSS model for several years to use data to identify students that have academic and social emotional/behavioral needs. Schools have intervention times with evidence based reading and math interventions as well as a SEL curriculum and interventions to support students. At the Elementary level, an additional interventionist position has been implemented in each building to support academic intervention and an additional elementary social worker position has been allocated. At the middle school level, a math interventionist has been added to each building to work with the existing reading specialist to provide academic interventions. The middle schools also use an SEL curriculum to support students' needs. Two days a week, the middle schools offer an academic support time after school that includes an academic bus to provide students with transportation home. The high school provided summer academic classes to those students that needed academic support. For students in special education, staff are closely monitoring progress on IEP goals and including extended school year services for those students who are not making adequate progress towards those goals.

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

The District will spend its remaining ARP ESSER funds for purchasing supplies to sanitize and clean the District's facilities, developing and implementing procedures and systems to improve the preparedness and response efforts, providing mental health services and supports, including the hiring of District wide social workers, and other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing District school staff through a premium pay retention incentive for the FY22 and FY23 school years.

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

The District added ten certified teaching interventionist positions to directly address individual student learning needs. Data on student performance on assessments, attendance, behavior referrals and grades will be evaluated through our MTSS model at the building and district level. In addition the district added a K-12 social worker who will assist students and families in locating needed resources. The social worker will document services provided and topics covered with families. The social worker is also a member of the Communities That Care county organization researches trends needed by at-risk families and provides resources.

## Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | Total Allocation |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|------------------|-----------------------|-------------|
| ESSER III Allocations | \$2,822,855              | \$733,584          | \$3,556,439      | ESSER III Allocations | \$564,571   |
| Approved Total        | \$2,606,890              | \$729,006          | \$3,335,896      | Approved Total        | \$746,062   |
| Amount Left           | \$215,965                | \$4,578            | \$220,543        | Amount Still Needed   | \$0         |
| In Review Total       | \$215,965                | \$4,578            | \$220,543        | In Review Total       | \$80,431    |
| Amount Left           | \$0                      | \$0                | \$0              | Amount Still Needed   | \$0         |

## Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 231-3-0061 | Direct             | False            | 2600             | 120            | 16               | \$135,534          | Task Force Review |
| 231-3-0062 | Direct             | True             | 2100             | 110            | 12               | \$80,431           | Task Force Review |
| 231-3-0063 | True Up            | False            | 2100             | 200            | 12               | \$4,578            | Task Force Review |
| 231-3-0004 | True Up            | False            | 2200             | 110            | 16               | \$24,000           | Approved          |
| 231-3-0005 | True Up            | False            | 2300             | 110            | 16               | \$13,000           | Approved          |
| 231-3-0006 | True Up            | False            | 2400             | 110            | 16               | \$48,500           | Approved          |
| 231-3-0007 | Direct             | False            | 1000             | 120            | 16               | \$498,335          | Approved          |
| 231-3-0008 | Direct             | False            | 2400             | 120            | 16               | \$65,375           | Approved          |
| 231-3-0009 | Direct             | False            | 2500             | 120            | 16               | \$55,500           | Approved          |
| 231-3-0011 | True Up            | False            | 1000             | 221            | 16               | \$130,576          | Approved          |
| 231-3-0012 | Direct             | True             | 1000             | 110            | 12               | \$51,640           | Approved          |
| 231-3-0013 | Direct             | True             | 1000             | 110            | 12               | \$63,119           | Approved          |
| 231-3-0014 | Direct             | True             | 1000             | 110            | 12               | \$57,202           | Approved          |
| 231-3-0015 | Direct             | True             | 1000             | 110            | 12               | \$55,959           | Approved          |
| 231-3-0017 | Direct             | True             | 1000             | 110            | 12               | \$75,556           | Approved          |
| 231-3-0018 | Direct             | True             | 1000             | 110            | 12               | \$80,131           | Approved          |
| 231-3-0019 | Direct             | True             | 1000             | 110            | 12               | \$64,824           | Approved          |
| 231-3-0020 | Direct             | True             | 1000             | 110            | 12               | \$56,493           | Approved          |
| 231-3-0021 | Direct             | True             | 1000             | 110            | 12               | \$76,153           | Approved          |
| 231-3-0022 | Direct             | True             | 1000             | 220            | 12               | \$3,937            | Approved          |
| 231-3-0023 | Direct             | True             | 1000             | 220            | 12               | \$4,829            | Approved          |
| 231-3-0024 | Direct             | True             | 1000             | 220            | 12               | \$5,873            | Approved          |
| 231-3-0025 | Direct             | True             | 1000             | 220            | 12               | \$5,819            | Approved          |
| 231-3-0026 | Direct             | True             | 1000             | 220            | 12               | \$4,397            | Approved          |
| 231-3-0027 | Direct             | True             | 1000             | 220            | 12               | \$5,874            | Approved          |
| 231-3-0028 | Direct             | True             | 1000             | 220            | 12               | \$6,053            | Approved          |
| 231-3-0029 | Direct             | True             | 1000             | 220            | 12               | \$4,988            | Approved          |
| 231-3-0030 | Direct             | True             | 1000             | 220            | 12               | \$4,934            | Approved          |
| 231-3-0031 | Direct             | True             | 1000             | 220            | 12               | \$5,825            | Approved          |
| 231-3-0032 | Direct             | False            | 1000             | 210            | 12               | \$89,320           | Approved          |

| 231-3-0034 | True Up | False | 1000 | 290 | 16 | \$2,997   | Approved |
|------------|---------|-------|------|-----|----|-----------|----------|
| 231-3-0038 | Direct  | False | 2600 | 120 | 16 | \$44,864  | Approved |
| 231-3-0039 | True Up | False | 2600 | 210 | 16 | \$126     | Approved |
| 231-3-0041 | Direct  | False | 2100 | 120 | 16 | \$20,425  | Approved |
| 231-3-0042 | True Up | False | 2100 | 220 | 16 | \$1,563   | Approved |
| 231-3-0045 | True Up | False | 2100 | 110 | 10 | \$183,559 | Approved |
| 231-3-0046 | Direct  | False | 2300 | 120 | 5  | \$47,010  | Approved |
| 231-3-0048 | True Up | False | 2600 | 610 | 7  | \$46,000  | Approved |
| 231-3-0049 | Direct  | False | 1000 | 110 | 12 | \$1,033   | Approved |
| 231-3-0051 | Direct  | False | 2100 | 110 | 10 | \$167,090 | Approved |
| 231-3-0052 | Direct  | False | 1000 | 110 | 16 | \$590,214 | Approved |
| 231-3-0053 | Direct  | True  | 1000 | 110 | 12 | \$61,386  | Approved |
| 231-3-0054 | Direct  | True  | 1000 | 110 | 12 | \$51,070  | Approved |
| 231-3-0055 | Direct  | False | 3100 | 120 | 16 | \$135,992 | Approved |
| 231-3-0056 | Direct  | False | 2600 | 220 | 16 | \$3,190   | Approved |
| 231-3-0057 | True Up | False | 1000 | 110 | 16 | \$189,665 | Approved |
| 231-3-0058 | Direct  | False | 2100 | 110 | 10 | \$87,480  | Approved |
| 231-3-0059 | True Up | False | 2100 | 110 | 16 | \$89,020  | Approved |
| 231-3-0060 | Direct  | False | 2100 | 300 | 10 | \$55,000  | Approved |
|            |         |       |      |     |    |           |          |

# Line Item Details

| Allocation Type  | <u>Is this Item for the 20% Minimuim Le</u> | arning Loss Set Aside Expenditure  |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for Learning   | ng Loss Set Aside Expenditure  |
| Account Name   | Account Number                              |  |
| ESSER 3-PREMIUM PAY  | 07 E 2600 120 0100 005                      |  |
| Function Code  | Object Code                                 | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 120 - Regular Non-Certified Salaries        | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |

FOR FY22 THIS PAID \$1,250 PREMIUM PAY RETENTION INCENTIVE TO 50 CUSTODIAL POSITIONS. FOR FY23 A \$1500 RETENTION INCENTIVE WILL BE PAID TO 49 CUSTODIAL STAFF. THIS IS TO RETAIN EXISTING STAFF EMPLOYMENT WITH USD 231 WE HAVE SEEN A 50% TURNOVER IN STAFF FOR THE LAST 2 YEARS. THIS IS A REVISION FROM LINE ITEM 231-3-0010 THAT WAS WITHDRAWN TO ACCOUNT FOR FINAL PAYOUT AMOUNTS AS OF 6/30/2023

| \$0                       |   |
|---------------------------|---|
| \$61,875                  |   |
| \$73,659                  |   |
| \$0                       | <u>Status</u>                                   |
| \$135,534                 | Task Force Review                               |
|                           |   |
| 45,875 between SFY 22 and | 23  |
|                           |   |
|                           | \$61,875<br>\$73,659<br><u>\$0</u><br>\$135,534 |

| Direct Allocation   | YES - this item is marked for Learn  | ing Locs Sot Asido Expandituro  |
|---|--|---|
|   | TES - this item is marked for Learn  | ing Loss set Aside Experiature  |
| Account Name  | Account Number   |   |
| ESSER 3-COORDINATOR OF SOCIAL-<br>EMOTIONAL LEARNING  | 07 E 2100 110 0100 000   |   |
| Function Code   | Object Code  | Allowable Use   |
| 2100 - Support Services (Students)  | 110 - Regular Certified Salaries   | 12 - Addressing learning loss among   |
|   |  | students, including vulnerable  |
|   |  | n a nulationa   |
| For the FY24 school year, the district has elementary schools with learning loss du   | hired a COORDINATOR OF SOCIAL-E<br>ue to issues that have arisen due to CO   | MOTIONAL LEARNING to help students in 7   |
| Please describe the expenditures withi<br>For the FY24 school year, the district has<br>elementary schools with learning loss du<br>mentioned items that needed support in<br>Budgeted Expenditures in SFY 2021                                 | hired a COORDINATOR OF SOCIAL-E<br>ue to issues that have arisen due to CO   | dress a COVID-19 need<br>MOTIONAL LEARNING to help students in 7  |
| For the FY24 school year, the district has<br>elementary schools with learning loss du<br>mentioned items that needed support in  | hired a COORDINATOR OF SOCIAL-E<br>ue to issues that have arisen due to CO<br>our surveys.   | dress a COVID-19 need<br>MOTIONAL LEARNING to help students in 7  |
| For the FY24 school year, the district has<br>elementary schools with learning loss du<br>mentioned items that needed support in<br><b>Budgeted Expenditures in SFY 2021</b>  | hired a COORDINATOR OF SOCIAL-E<br>le to issues that have arisen due to Co<br>our surveys.<br>\$0                                  | dress a COVID-19 need<br>MOTIONAL LEARNING to help students in 7  |
| For the FY24 school year, the district has<br>elementary schools with learning loss du<br>mentioned items that needed support in<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | hired a COORDINATOR OF SOCIAL-E<br>le to issues that have arisen due to Co<br>our surveys.<br>\$0<br>\$0                           | dress a COVID-19 need<br>MOTIONAL LEARNING to help students in 7  |
| For the FY24 school year, the district has<br>elementary schools with learning loss du<br>mentioned items that needed support in<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | hired a COORDINATOR OF SOCIAL-E<br>te to issues that have arisen due to Co<br>our surveys.<br>\$0<br>\$0<br>\$0<br>\$0             | dress a COVID-19 need<br>MOTIONAL LEARNING to help students in 7<br>OVID. Behavior issues were one of the |
| For the FY24 school year, the district has<br>elementary schools with learning loss du<br>mentioned items that needed support in<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | hired a COORDINATOR OF SOCIAL-E<br>te to issues that have arisen due to Co<br>our surveys.<br>\$0<br>\$0<br>\$0<br>\$0<br>\$80,431 | dress a COVID-19 need<br>MOTIONAL LEARNING to help students in 7<br>DVID. Behavior issues were one of the |

| Allocation Type   | <u>Is this Item for the 20% Minii</u>   | <u>muim Learning Loss Set Aside Expenditure</u>  |
|---|---|--|
| True Up Allocation  | NO - this item is not marked fo   | or Learning Loss Set Aside Expenditure   |
| Account Name  | Account Number  |  |
| ESSER 3-BEHAVIOR PAID BENEFIT   | 07 E 2100 210 0100 000  |  |
| Function Code   | Object Code   | Allowable Use  |
| 2100 - Support Services (Students)  | 200 - EMPLOYEE BENEFITS   | 12 - Addressing learning loss among  |
| Please describe the expenditures with   | in the account and how they will  | students, including vulnerable populations.  |
| <b>Please describe the expenditures with</b><br>For the FY24 school year, the district has  | hired a COORDINATOR OF SOCIA<br>nd learning due to issues that have   | students, including vulnerable<br>populations.<br>I address a COVID-19 need<br>L-EMOTIONAL LEARNING to help students in 7<br>e arisen due to COVID. Behavior issues were one o |
| <b>Please describe the expenditures with</b><br>For the FY24 school year, the district has<br>elementary schools with mental health a   | hired a COORDINATOR OF SOCIA<br>nd learning due to issues that have   | students, including vulnerable<br>populations.<br>I address a COVID-19 need<br>L-EMOTIONAL LEARNING to help students in 7<br>e arisen due to COVID. Behavior issues were one o |
| <b>Please describe the expenditures with</b><br>For the FY24 school year, the district has<br>elementary schools with mental health a<br>the mentioned items that needed suppo  | hired a COORDINATOR OF SOCIA<br>and learning due to issues that have<br>ort in our surveys. THIS IS FOR BEN               | students, including vulnerable<br>populations.<br>I address a COVID-19 need<br>L-EMOTIONAL LEARNING to help students in 7<br>e arisen due to COVID. Behavior issues were one o |
| <b>Please describe the expenditures with</b><br>For the FY24 school year, the district has<br>elementary schools with mental health a<br>the mentioned items that needed suppo<br><b>Budgeted Expenditures in SFY 2021</b>                        | hired a COORDINATOR OF SOCIA<br>and learning due to issues that have<br>ort in our surveys. THIS IS FOR BEN<br>\$0        | students, including vulnerable<br>populations.<br>I address a COVID-19 need<br>L-EMOTIONAL LEARNING to help students in 7<br>e arisen due to COVID. Behavior issues were one o |
| Please describe the expenditures with<br>For the FY24 school year, the district has<br>elementary schools with mental health a<br>the mentioned items that needed suppo<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | hired a COORDINATOR OF SOCIA<br>and learning due to issues that have<br>ort in our surveys. THIS IS FOR BEN<br>\$0<br>\$0 | students, including vulnerable<br>populations.<br>I address a COVID-19 need<br>L-EMOTIONAL LEARNING to help students in 7<br>e arisen due to COVID. Behavior issues were one o |

New Line Item

| Allocation Type  | is this item for the 20% Minimuli  | <u>m Learning Loss Set Aside Expenditure</u>   |
|--|--|--|
| True Up Allocation   | NO - this item is not marked for Le  | earning Loss Set Aside Expenditure   |
| Account Name   | Account Number   |  |
| ESSER 3-GEN PREMIUM PAY  | 07 E 2200 110 0100 005   |  |
| Function Code  | Object Code  | Allowable Use  |
| 2200 - Support Services (Instructional   | 110 - Regular Certified Salaries   | 16 - Other activities necessary to   |
| Staff)   |  | maintain LEA operations and services   |
| Please describe the expenditures with<br>Provides \$1250 retention premium for F   | /22 for 6 central office licensed admini   | and employ existing LEA staff.   |
| Please describe the expenditures with<br>Provides \$1250 retention premium for F<br>incentive to 5 central office licensed adm   | /22 for 6 central office licensed admini   | and employ existing LEA staff.<br>dress a COVID-19 need<br>istrators. FY23 will provide \$1500 retention   |
| Please describe the expenditures with<br>Provides \$1250 retention premium for F<br>incentive to 5 central office licensed adm<br>over the last 2 years  | /22 for 6 central office licensed admini   | and employ existing LEA staff.<br>dress a COVID-19 need<br>istrators. FY23 will provide \$1500 retention   |
| Please describe the expenditures with<br>Provides \$1250 retention premium for FV<br>incentive to 5 central office licensed adm<br>over the last 2 years<br>Budgeted Expenditures in SFY 2021  | /22 for 6 central office licensed admini<br>inistrators and 9 library media speciali                               | and employ existing LEA staff.<br>dress a COVID-19 need<br>istrators. FY23 will provide \$1500 retention   |
| Please describe the expenditures with<br>Provides \$1250 retention premium for F   | /22 for 6 central office licensed admini<br>inistrators and 9 library media speciali<br>\$0                        | and employ existing LEA staff.<br>dress a COVID-19 need<br>istrators. FY23 will provide \$1500 retention   |
| Please describe the expenditures with<br>Provides \$1250 retention premium for FN<br>incentive to 5 central office licensed adm<br>over the last 2 years<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                     | /22 for 6 central office licensed admini<br>inistrators and 9 library media speciali<br>\$0<br>\$7,500             | and employ existing LEA staff.<br>dress a COVID-19 need<br>istrators. FY23 will provide \$1500 retention   |
| Please describe the expenditures with<br>Provides \$1250 retention premium for F<br>incentive to 5 central office licensed adm<br>over the last 2 years<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | /22 for 6 central office licensed admini<br>inistrators and 9 library media speciali<br>\$0<br>\$7,500<br>\$16,500 | and employ existing LEA staff.<br>dress a COVID-19 need<br>istrators. FY23 will provide \$1500 retention<br>ists. Our district has had a 50% turnover rate |

| Allocation Type   | <u>Is this Item for the 20% Minimui</u>  | <u>m Learning Loss Set Aside Expenditure</u>   |
|---|--|--|
| True Up Allocation  | NO - this item is not marked for Le  | arning Loss Set Aside Expenditure  |
| Account Name  | Account Number   |  |
| ESSER 3-GEN PREMIUM PAY   | 07 E 2300 110 0100 005   |  |
| Function Code   | Object Code  | Allowable Use  |
| 2300 - Support Services (General  | 110 - Regular Certified Salaries   | 16 - Other activities necessary to   |
| Administration)   |  | maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures withi<br>FOR FY22 THIS PAID \$1250.00 RETENTIO   | •  |  |
| FOR FY22 THIS PAID \$1250.00 RETENTIO   | N INCENTIVE TO 2 CENTRAL OFFICE A  | dress a COVID-19 need<br>ADMINISTRATORS. FY23 WILL PROVIDE \$1500  |
| FOR FY22 THIS PAID \$1250.00 RETENTIO<br>RETENTION INCENTIVE TO 7 CENTRAL B   | N INCENTIVE TO 2 CENTRAL OFFICE A  | dress a COVID-19 need<br>ADMINISTRATORS. FY23 WILL PROVIDE \$1500  |
| FOR FY22 THIS PAID \$1250.00 RETENTIO<br>RETENTION INCENTIVE TO 7 CENTRAL B<br>years.   | N INCENTIVE TO 2 CENTRAL OFFICE A<br>UILDING CERTIFIED ADMIN. Our distri   | dress a COVID-19 need<br>ADMINISTRATORS. FY23 WILL PROVIDE \$1500  |
| FOR FY22 THIS PAID \$1250.00 RETENTIO<br>RETENTION INCENTIVE TO 7 CENTRAL B<br>years.<br>Budgeted Expenditures in SFY 2021  | N INCENTIVE TO 2 CENTRAL OFFICE A<br>UILDING CERTIFIED ADMIN. Our distri<br>\$0                                      | dress a COVID-19 need  |
| FOR FY22 THIS PAID \$1250.00 RETENTIO<br>RETENTION INCENTIVE TO 7 CENTRAL B<br>years.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | N INCENTIVE TO 2 CENTRAL OFFICE A<br>UILDING CERTIFIED ADMIN. Our distri<br>\$0<br>\$2,500                           | dress a COVID-19 need<br>ADMINISTRATORS. FY23 WILL PROVIDE \$1500  |
| FOR FY22 THIS PAID \$1250.00 RETENTIO<br>RETENTION INCENTIVE TO 7 CENTRAL B<br>years.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | N INCENTIVE TO 2 CENTRAL OFFICE A<br>UILDING CERTIFIED ADMIN. Our distri<br>\$0<br>\$2,500<br>\$10,500               | dress a COVID-19 need<br>ADMINISTRATORS. FY23 WILL PROVIDE \$1500<br>ct has seen a 50% turnover rate over the last 2 |
| FOR FY22 THIS PAID \$1250.00 RETENTIO<br>RETENTION INCENTIVE TO 7 CENTRAL B<br>years.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | N INCENTIVE TO 2 CENTRAL OFFICE A<br>UILDING CERTIFIED ADMIN. Our distri<br>\$0<br>\$2,500<br>\$10,500<br><u>\$0</u> | dress a COVID-19 need<br>ADMINISTRATORS. FY23 WILL PROVIDE \$1500<br>ct has seen a 50% turnover rate over the last 2 |

| <u>Allocation Type</u>  | <u>Is this Item for the 20% Minimu</u>  | im Learning Loss Set Aside Expenditure   |
|---|---|--|
| True Up Allocation  | NO - this item is not marked for Le   | earning Loss Set Aside Expenditure   |
| Account Name  | Account Number  |  |
| ESSER 3-GEN PREMIUM PAY   | 07 E 2400 110 0100 005  |  |
| Function Code   | Object Code   | Allowable Use  |
| 2400 - Support Services (School   | 110 - Regular Certified Salaries  | 16 - Other activities necessary to   |
| Administration) Please describe the expenditures with   |   | maintain LEA operations and services and employ existing LEA staff.                              |
| Administration)<br><b>Please describe the expenditures with</b><br>FY22 PAID A \$1,250 PREMIUM PAY RETE   | <b>in the account and how they will ad</b><br>NTION INCENTIVE TO 22 BUILDING A<br>SD 231; FY23 WILL PAY \$1500 TO 14 B                      | maintain LEA operations and services<br>and employ existing LEA staff.<br>Idress a COVID-19 need |
| Administration)<br><b>Please describe the expenditures with</b><br>FY22 PAID A \$1,250 PREMIUM PAY RETE<br>EXISTING STAFF EMPLOYMENT WITH US<br>A 50% TURNOVER RATE THE LAST 2 YEA  | <b>in the account and how they will ad</b><br>NTION INCENTIVE TO 22 BUILDING A<br>SD 231; FY23 WILL PAY \$1500 TO 14 B                      | maintain LEA operations and services<br>and employ existing LEA staff.<br>Idress a COVID-19 need |
| Administration)<br>Please describe the expenditures with<br>FY22 PAID A \$1,250 PREMIUM PAY RETE<br>EXISTING STAFF EMPLOYMENT WITH US<br>A 50% TURNOVER RATE THE LAST 2 YEA<br>Budgeted Expenditures in SFY 2021                                      | in the account and how they will ad<br>NTION INCENTIVE TO 22 BUILDING A<br>D 231; FY23 WILL PAY \$1500 TO 14 B<br>NRS.                      | maintain LEA operations and services<br>and employ existing LEA staff.                           |
| Administration)<br>Please describe the expenditures with<br>FY22 PAID A \$1,250 PREMIUM PAY RETE<br>EXISTING STAFF EMPLOYMENT WITH US<br>A 50% TURNOVER RATE THE LAST 2 YEA<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | in the account and how they will ad<br>INTION INCENTIVE TO 22 BUILDING A<br>SD 231; FY23 WILL PAY \$1500 TO 14 B<br>ARS.<br>\$0             | maintain LEA operations and services<br>and employ existing LEA staff.<br>Idress a COVID-19 need |
| Administration)<br><b>Please describe the expenditures with</b><br>FY22 PAID A \$1,250 PREMIUM PAY RETE<br>EXISTING STAFF EMPLOYMENT WITH US  | in the account and how they will ad<br>INTION INCENTIVE TO 22 BUILDING A<br>SD 231; FY23 WILL PAY \$1500 TO 14 B<br>ARS.<br>\$0<br>\$27,500 | maintain LEA operations and services<br>and employ existing LEA staff.<br>Idress a COVID-19 need |

Line Item ID: 231-3-0007

Please refer to my narrative for line item 231-3-0001.

| Allocation Type                            | Is this Item for the 20% Minimuim L   | earning Loss Set Aside Expenditure   |
|--|---|--|
| Direct Allocation                          | NO - this item is not marked for Learni   | ng Loss Set Aside Expenditure  |
| Account Name                               | Account Number  |  |
| ESSER 3-GEN PREMIUM PAY                    | 07 E 1000 120 0100 005  |  |
| Function Code                              | Object Code   | Allowable Use  |
| 1000 - Instruction                         | 120 - Regular Non-Certified Salaries  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| FY22 PROVIDED 173 PARAPROFESSIONA          | in the account and how they will addres<br>ALS DISTRICT WIDE WITH A \$1250.00 RETE<br>INTION INCENTIVE. Our district has seen a | NTION INCENTIVE, FY23 WILL PROVIDE   |
| Budgeted Expenditures in SFY 2021          | \$0   |  |
| Budgeted Expenditures in SFY 2022          | \$223,835   |  |
| Budgeted Expenditures in SFY 2023          | \$274,500   |  |
| Budgeted Expenditures in SFY 2024          | \$0   | <u>Status</u>  |
| Total Expenditures                         | \$498,335   | Approved   |
| Line Item Comment from KSDE                |   |  |
| Please refer to my narrative for line item | 231-3-0001.   |  |
| Line Item ID: 231-3-0008                   |   |  |

| Allocation Type   | is this item for the 20% withinfulling  | <u>earning Loss Set Aside Expenditure</u>   |
|---|---|---|
| Direct Allocation   | NO - this item is not marked for Learn  | ing Loss Set Aside Expenditure  |
| Account Name  | Account Number  |   |
| ESSER 3-GEN PREMIUM PAY   | 07 E 2400 120 0100 000  |   |
| Function Code   | Object Code   | Allowable Use   |
| 2400 - Support Services (School<br>Administration)  | 120 - Regular Non-Certified Salaries  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                      |
|   |   | 1,5 5   |
| FOR FY22 THIS PAID \$1,250 PREMIUM P<br>DISTRICTWIDE . FOR FY23 A \$1500 RET  | in the account and how they will addres<br>AY RETENTION INCENTIVE TO 24 SCHOOL<br>ENTION INCENTIVE WILL BE PAID TO 24 S<br>TING STAFF EMPLOYMENT WITH USD 231   | ss a COVID-19 need<br>L BASED SECRETARIES AND AIDES<br>CHOOL BASED SECRETARIES AND AIDES  |
| FOR FY22 THIS PAID \$1,250 PREMIUM P<br>DISTRICTWIDE . FOR FY23 A \$1500 RET<br>DISTRICTWIDE. THIS IS TO RETAIN EXIST<br>STAFF FOR THE LAST 2 YEARS.  | AY RETENTION INCENTIVE TO 24 SCHOOI<br>ENTION INCENTIVE WILL BE PAID TO 24 S  | ss a COVID-19 need<br>L BASED SECRETARIES AND AIDES<br>CHOOL BASED SECRETARIES AND AIDES  |
| FOR FY22 THIS PAID \$1,250 PREMIUM P<br>DISTRICTWIDE . FOR FY23 A \$1500 RET<br>DISTRICTWIDE. THIS IS TO RETAIN EXIST   | AY RETENTION INCENTIVE TO 24 SCHOOL<br>ENTION INCENTIVE WILL BE PAID TO 24 S<br>TING STAFF EMPLOYMENT WITH USD 231  | ss a COVID-19 need<br>L BASED SECRETARIES AND AIDES<br>CHOOL BASED SECRETARIES AND AIDES  |
| FOR FY22 THIS PAID \$1,250 PREMIUM P<br>DISTRICTWIDE . FOR FY23 A \$1500 RET<br>DISTRICTWIDE. THIS IS TO RETAIN EXIST<br>STAFF FOR THE LAST 2 YEARS.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | AY RETENTION INCENTIVE TO 24 SCHOOL<br>ENTION INCENTIVE WILL BE PAID TO 24 S<br>FING STAFF EMPLOYMENT WITH USD 231<br>\$0                                       | ss a COVID-19 need<br>L BASED SECRETARIES AND AIDES<br>CHOOL BASED SECRETARIES AND AIDES  |
| FOR FY22 THIS PAID \$1,250 PREMIUM P<br>DISTRICTWIDE . FOR FY23 A \$1500 RET<br>DISTRICTWIDE. THIS IS TO RETAIN EXIST<br>STAFF FOR THE LAST 2 YEARS.<br>Budgeted Expenditures in SFY 2021   | AY RETENTION INCENTIVE TO 24 SCHOOL<br>ENTION INCENTIVE WILL BE PAID TO 24 S<br>FING STAFF EMPLOYMENT WITH USD 231<br>\$0<br>\$29,375                           | ss a COVID-19 need<br>L BASED SECRETARIES AND AIDES<br>CHOOL BASED SECRETARIES AND AIDES  |
| FOR FY22 THIS PAID \$1,250 PREMIUM P<br>DISTRICTWIDE . FOR FY23 A \$1500 RET<br>DISTRICTWIDE. THIS IS TO RETAIN EXIST<br>STAFF FOR THE LAST 2 YEARS.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | AY RETENTION INCENTIVE TO 24 SCHOOL<br>ENTION INCENTIVE WILL BE PAID TO 24 S<br>TING STAFF EMPLOYMENT WITH USD 231<br>\$0<br>\$29,375<br>\$36,000               | <b>ss a COVID-19 need</b><br>L BASED SECRETARIES AND AIDES<br>CHOOL BASED SECRETARIES AND AIDES<br>WE HAVE SEEN A 50% TURNOVER IN |
| FOR FY22 THIS PAID \$1,250 PREMIUM P<br>DISTRICTWIDE . FOR FY23 A \$1500 RET<br>DISTRICTWIDE. THIS IS TO RETAIN EXIST<br>STAFF FOR THE LAST 2 YEARS.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023 | AY RETENTION INCENTIVE TO 24 SCHOOL<br>ENTION INCENTIVE WILL BE PAID TO 24 S<br>FING STAFF EMPLOYMENT WITH USD 231<br>\$0<br>\$29,375<br>\$36,000<br><u>\$0</u> | ss a COVID-19 need<br>L BASED SECRETARIES AND AIDES<br>CHOOL BASED SECRETARIES AND AIDES<br>WE HAVE SEEN A 50% TURNOVER IN        |

| Allocation Type                              | Is this Item for the 20% Minimuim Lea   | arning Loss Set Aside Expenditure  |
|--|---|--|
| Direct Allocation                            | NO - this item is not marked for Learnin  | g Loss Set Aside Expenditure   |
| Account Name                                 | Account Number  |  |
| ESSER 3-GEN PREMIUM PAY                      | 07 E 2500 120 0100 000  |  |
| Function Code                                | Object Code   | Allowable Use  |
| 2500 - Central Services                      | 120 - Regular Non-Certified Salaries  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Please describe the expenditures withir      | n the account and how they will address   | a COVID-19 need  |
| RETENTION INCENTIVE WILL BE PAID TO          | Y RETENTION INCENTIVE TO 18 CENTRAL<br>22 CENTRAL OFFICE STAFF. THIS IS TO RET<br>RNOVER IN STAFF FOR THE LAST 2 YEARS. | TAIN EXISTING STAFF EMPLOYMENT   |
| Budgeted Expenditures in SFY 2021            | \$0   |  |
| Budgeted Expenditures in SFY 2022            | \$22,500  |  |
| Budgeted Expenditures in SFY 2023            | \$33,000  |  |
| Budgeted Expenditures in SFY 2024            | \$0   | <u>Status</u>  |
| Total Expenditures                           | \$55,500  | Approved   |
| Line Item Comment from KSDE                  |   |  |
| Please refer to my narrative for line item 2 | 31-3-0001.  |  |
| ine Item ID: 231-3-0011                      |   |  |

| Allocation Type                              | Is this Item for the 20% Minimuim Le  | arning Loss Set Aside Expenditure  |
|--|---|--|
| True Up Allocation                           | NO - this item is not marked for Learnin                                      | ng Loss Set Aside Expenditure  |
| Account Name                                 | Account Number  |  |
| ESSER 3-GEN ER PAY TAX                       | 07 E 1000 220 0100 000  |  |
| Function Code                                | Object Code   | Allowable Use  |
| 1000 - Instruction                           | 221 - FICA - Employer's Contribution  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Please describe the expenditures within      | n the account and how they will address                                       | a COVID-19 need  |
|  | UNTS IS FICA/MEDICARE. WE DO NOT US<br>I INCENTIVE TO RETAIN EXISTING STAFF E |  |
| Budgeted Expenditures in SFY 2021            | \$0   |  |
| Budgeted Expenditures in SFY 2022            | \$36,576  |  |
| Budgeted Expenditures in SFY 2023            | \$94,000  |  |
| Budgeted Expenditures in SFY 2024            | \$0   | <u>Status</u>  |
| Total Expenditures                           | \$130,576   | Approved   |
| Line Item Comment from KSDE                  |   |  |
| Please refer to my narrative for line item 2 | 231-3-0001.   |  |
| Line Item ID: 231-3-0012                     |   |  |

| Allocation Type  | Is this Item for the 20% Minimuin     | <u>m Learning Loss Set Aside Expenditure</u>  |
|--|---------------------------------------|---|
| Direct Allocation  | YES - this item is marked for Learnir | ng Loss Set Aside Expenditure   |
| Account Name   | Account Number                        |   |
| ESSER 3-GEN NE CERTIFIED   | 07 E 1000 110 0103 003                |   |
| Function Code  | Object Code                           | Allowable Use   |
| 1000 - Instruction   | 110 - Regular Certified Salaries      | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.           |
| Please describe the expenditures with  | n the account and how they will add   | dress a COVID-19 need   |
| POSITION WILL HELP WITH STUDENTS T<br>IN READING AND MATH AT NIKE ELEME<br>Budgeted Expenditures in SFY 2021 |                                       | OVID AND ADRESSING THEIR LEARNING LOSS<br>NTS IN GRADE K-4                                      |
| Budgeted Expenditures in SFY 2022  | \$900                                 |   |
| Budgeted Expenditures in SFY 2023  | \$50,740                              |   |
| Budgeted Expenditures in SFY 2024  | \$0                                   | <u>Status</u>   |
| Total Expenditures   | \$51,640                              | Approved  |
| Line Item Comment from KSDE  |                                       |   |
|  |                                       | ionist's position will entail, including which<br>gain, using information from your application |
| Line Item ID: 231-3-0013   |                                       |   |

| Allocation Type  | Is this Item for the 20% Minimuim     | <u>ı Learning Loss Set Aside Expenditure</u>   |
|--|---------------------------------------|--|
| Direct Allocation  | YES - this item is marked for Learnin | •  |
| Account Name   | Account Number                        |  |
| ESSER 3-GEN EE CERTIFIED   | 07 E 1000 110 0104 003                |  |
| Function Code  | Object Code                           | Allowable Use  |
| 1000 - Instruction   | 110 - Regular Certified Salaries      | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.        |
| Please describe the expenditures with                              | in the account and how they will add  | ress a COVID-19 need   |
| IN READING AT EDGERTON ELEMENTAR Budgeted Expenditures in SFY 2021 | Y ELEMENTARY SCHOOL SUPPORTING<br>\$0 | OVID AND ADRESSING THEIR LEARNING LOSS<br>STUDENTS IN GRADE K-4                              |
| Budgeted Expenditures in SFY 2022                                  | \$4,699                               |  |
| Budgeted Expenditures in SFY 2023                                  | \$58,420                              |  |
| Budgeted Expenditures in SFY 2024                                  | \$0                                   | <u>Status</u>  |
| Total Expenditures   | \$63,119                              | Approved   |
| Line Item Comment from KSDE  |                                       |  |
|  |                                       | onist's position will entail, including what<br>using information from your application will |
| Line Item ID: 231-3-0014   |                                       |  |

| Allocation Type  | Is this Item for the 20% Minimuim     | Learning Loss Set Aside Expenditure  |
|--|---------------------------------------|--|
| Direct Allocation  | YES - this item is marked for Learnin | •  |
| Account Name   | Account Number                        |  |
| ESSER 3-GEN GE CERTIFIED   | 07 E 1000 110 0105 003                |  |
| Function Code  | Object Code                           | Allowable Use  |
| 1000 - Instruction   | 110 - Regular Certified Salaries      | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.          |
| Please describe the expenditures withi                                 | n the account and how they will add   | ress a COVID-19 need   |
| IN READING AT GARDNER EDGERTON EL<br>Budgeted Expenditures in SFY 2021 | EMENTARY SCHOOL SUPPORTING STU        | OVID AND ADRESSING THEIR LEARNING LOSS<br>JDENTS IN GRADE K-4                                  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | \$5,702<br>\$51,500                   |  |
| Budgeted Expenditures in SFY 2023                                      | \$0                                   | <u>Status</u>  |
| Total Expenditures   | \$57,202                              | Approved   |
| Line Item Comment from KSDE  |                                       |  |
|  |                                       | onist's position will entail, including which<br>gain, using information from your application |
| Line Item ID: 231-3-0015   |                                       |  |

| Allocation Type   | Is this Item for the 20% Minimui  | •  |
|---|---|--|
| Direct Allocation   | YES - this item is marked for Learni  | ing Loss Set Aside Expenditure   |
| Account Name  | Account Number  |  |
| ESSER 3-GEN SE CERTIFIED  | 07 E 1000 110 0106 003  |  |
| Function Code   | Object Code   | Allowable Use  |
| 1000 - Instruction  | 110 - Regular Certified Salaries  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.                |
|   |   |  |
| Please describe the expenditures within<br>THIS PROVIDES 1 ADDITIONAL READING   | INTERVENTIONIST CERTIFIED POSITION  | ON TO ADDRESS LEARNING LOSS. THIS  |
| THIS PROVIDES 1 ADDITIONAL READING  | INTERVENTIONIST CERTIFIED POSITIONIST CERTIFIED POSITIONIST CERTIFIED POSITIONIST CERTIFIED DURING C  | ON TO ADDRESS LEARNING LOSS. THIS<br>COVID AND ADRESSING THEIR LEARNING LOSS                         |
| THIS PROVIDES 1 ADDITIONAL READING<br>POSITION WILL HELP WITH STUDENTS TH<br>IN READING & MATH AT SUNFLOWER EL  | INTERVENTIONIST CERTIFIED POSITIONIST CERTIFIED POSITIONIST CERTIFIED POSITIONIS<br>IAT HAVE FALLEN BEHIND DURING CERTING ST  | ON TO ADDRESS LEARNING LOSS. THIS<br>COVID AND ADRESSING THEIR LEARNING LOSS                         |
| THIS PROVIDES 1 ADDITIONAL READING<br>POSITION WILL HELP WITH STUDENTS TH<br>IN READING & MATH AT SUNFLOWER EL<br>Budgeted Expenditures in SFY 2021   | INTERVENTIONIST CERTIFIED POSITIONIST CERTIFIED POSITIONIST CERTIFIED POSITIONIST<br>IAT HAVE FALLEN BEHIND DURING C<br>EMENTARY SCHOOL SUPPORTING ST<br>\$0                      | ON TO ADDRESS LEARNING LOSS. THIS<br>COVID AND ADRESSING THEIR LEARNING LOSS                         |
| THIS PROVIDES 1 ADDITIONAL READING<br>POSITION WILL HELP WITH STUDENTS TH<br>IN READING & MATH AT SUNFLOWER EL<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | INTERVENTIONIST CERTIFIED POSITIONIST CERTIFIED POSITIONIST CERTIFIED POSITIONIST CERTIFIED POSITIONIS CEMENTARY SCHOOL SUPPORTING ST<br>\$0<br>\$4,459                           | ON TO ADDRESS LEARNING LOSS. THIS<br>COVID AND ADRESSING THEIR LEARNING LOSS                         |
| THIS PROVIDES 1 ADDITIONAL READING<br>POSITION WILL HELP WITH STUDENTS TH<br>IN READING & MATH AT SUNFLOWER EL<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | INTERVENTIONIST CERTIFIED POSITIONIST CERTIFIED POSITIONIST CERTIFIED POSITIONIST CERTIFIED POSITIONIS CEMENTARY SCHOOL SUPPORTING ST<br>\$0<br>\$4,459<br>\$51,500               | ON TO ADDRESS LEARNING LOSS. THIS<br>COVID AND ADRESSING THEIR LEARNING LOSS<br>TUDENTS IN GRADE K-4 |
| THIS PROVIDES 1 ADDITIONAL READING<br>POSITION WILL HELP WITH STUDENTS TH<br>IN READING & MATH AT SUNFLOWER EL<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | INTERVENTIONIST CERTIFIED POSITIONIST CERTIFIED POSITIONIST CERTIFIED POSITIONIST CERTIFIED POSITIONIS CEMENTARY SCHOOL SUPPORTING ST<br>\$0<br>\$4,459<br>\$51,500<br><u>\$0</u> | ON TO ADDRESS LEARNING LOSS. THIS<br>COVID AND ADRESSING THEIR LEARNING LOSS<br>TUDENTS IN GRADE K-4 |

| Allocation Type   | Is this Item for the 20% Minimuin     | n Learning Loss Set Aside Expenditure  |
|---|---------------------------------------|--|
| Direct Allocation   | YES - this item is marked for Learnin | ng Loss Set Aside Expenditure  |
| Account Name  | Account Number                        |  |
| ESSER 3-GEN MDE CERTIFIED   | 07 E 1000 110 0108 003                |  |
| Function Code   | Object Code                           | Allowable Use  |
| 1000 - Instruction  | 110 - Regular Certified Salaries      | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.          |
| Please describe the expenditures withi  | in the account and how they will add  | ress a COVID-19 need   |
| POSITION WILL HELP WITH STUDENTS T<br>IN READING & MATH AT MADISON ELEN<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 |                                       | OVID AND ADRESSING THEIR LEARNING LOSS<br>ENTS IN GRADE K-4                                    |
| Budgeted Expenditures in SFY 2023   | \$71,770                              |  |
| Budgeted Expenditures in SFY 2024   | \$0                                   | <u>Status</u>  |
| Total Expenditures  | \$75,556                              | Approved   |
| Line Item Comment from KSDE   |                                       |  |
|   |                                       | onist's position will entail, including which<br>gain, using information from your application |
| Line Item ID: 231-3-0018  |                                       |  |

| Direct Allocation   | tes - this item is marked for Lea  | arning Loss Set Aside Expenditure   |
|---|--|---|
| Account Name  | Account Number   |   |
| ESSER 3-GEN GSE CERTIFIED   | 07 E 1000 110 0109 003   |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 110 - Regular Certified Salaries   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.                         |
| Please describe the expenditures withi  | in the account and how they will   | address a COVID 10 need   |
| THIS PROVIDES 1 ADDITIONAL READING<br>POSITION WILL HELP WITH STUDENTS T  | G INTERVENTIONIST CERTIFIED POSI<br>HAT HAVE FALLEN BEHIND DURING  | ITION TO ADDRESS LEARNING LOSS. THIS<br>G COVID AND ADRESSING THEIR LEARNING LOS                              |
| THIS PROVIDES 1 ADDITIONAL READING<br>POSITION WILL HELP WITH STUDENTS T<br>IN READING AND MATH AT GRAND STA  | G INTERVENTIONIST CERTIFIED POSI<br>HAT HAVE FALLEN BEHIND DURING  | ITION TO ADDRESS LEARNING LOSS. THIS<br>G COVID AND ADRESSING THEIR LEARNING LOS                              |
| THIS PROVIDES 1 ADDITIONAL READING<br>POSITION WILL HELP WITH STUDENTS T<br>IN READING AND MATH AT GRAND STA<br>Budgeted Expenditures in SFY 2021   | G INTERVENTIONIST CERTIFIED POS<br>HAT HAVE FALLEN BEHIND DURING<br>R ELEMENTARY SCHOOL SUPPORT                                      | ITION TO ADDRESS LEARNING LOSS. THIS<br>G COVID AND ADRESSING THEIR LEARNING LOS                              |
| THIS PROVIDES 1 ADDITIONAL READING<br>POSITION WILL HELP WITH STUDENTS T<br>IN READING AND MATH AT GRAND STA<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | G INTERVENTIONIST CERTIFIED POS<br>HAT HAVE FALLEN BEHIND DURING<br>R ELEMENTARY SCHOOL SUPPORT<br>\$0                               | ITION TO ADDRESS LEARNING LOSS. THIS<br>G COVID AND ADRESSING THEIR LEARNING LOS                              |
| THIS PROVIDES 1 ADDITIONAL READING<br>POSITION WILL HELP WITH STUDENTS T<br>IN READING AND MATH AT GRAND STA<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | G INTERVENTIONIST CERTIFIED POS<br>HAT HAVE FALLEN BEHIND DURING<br>R ELEMENTARY SCHOOL SUPPORT<br>\$0<br>\$5,941                    | ITION TO ADDRESS LEARNING LOSS. THIS<br>G COVID AND ADRESSING THEIR LEARNING LOS                              |
| THIS PROVIDES 1 ADDITIONAL READING<br>POSITION WILL HELP WITH STUDENTS T<br>IN READING AND MATH AT GRAND STA<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | 5 INTERVENTIONIST CERTIFIED POS<br>HAT HAVE FALLEN BEHIND DURING<br>R ELEMENTARY SCHOOL SUPPORT<br>\$0<br>\$5,941<br>\$74,190        | ITION TO ADDRESS LEARNING LOSS. THIS<br>G COVID AND ADRESSING THEIR LEARNING LOS<br>ING STUDENTS IN GRADE K-4 |
| THIS PROVIDES 1 ADDITIONAL READING  | S INTERVENTIONIST CERTIFIED POS<br>HAT HAVE FALLEN BEHIND DURING<br>R ELEMENTARY SCHOOL SUPPORT<br>\$0<br>\$5,941<br>\$74,190<br>\$0 | ITION TO ADDRESS LEARNING LOSS. THIS<br>G COVID AND ADRESSING THEIR LEARNING LOS<br>ING STUDENTS IN GRADE K-4 |

| Allocation Type  | Is this Item for the 20% Minimuim           | Learning Loss Set Aside Expenditure   |
|--|---|---|
| Direct Allocation  | YES - this item is marked for Learnin       |   |
| Account Name   | Account Number                              |   |
| ESSER 3-GEN PRMS CERTIFIED   | 07 E 1000 110 0817 003                      |   |
| Function Code  | Object Code                                 | Allowable Use   |
| 1000 - Instruction   | 110 - Regular Certified Salaries            | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.           |
| Please describe the expenditures withi   | n the account and how they will add         | ress a COVID-19 need  |
| LOSS. THIS POSITION WILL HELP WITH ST<br>LEARNING LOSS IN MATH AT PIONEER R<br>Budgeted Expenditures in SFY 2021 | TUDENTS THAT HAVE FALLEN BEHIND             |   |
| Budgeted Expenditures in SFY 2022  | \$4,854                                     |   |
| Budgeted Expenditures in SFY 2023  | \$59,970                                    |   |
| Budgeted Expenditures in SFY 2024  | \$0   | <u>Status</u>   |
| Total Expenditures   | \$64,824                                    | Approved  |
| Line Item Comment from KSDE  |   |   |
|  | els and the services this individual will b | ool math interventionist's position will entail,<br>be providing. Again, using information from |
| Line Item ID: 231-3-0020   |   |   |

|  | YES - this item is marked for Lear  | 5   |
|--|---|---|
| Account Name   | Account Number  |   |
| ESSER 3-GEN TRMS CERTIFIED   | 07 E 1000 110 0818 003  |   |
| Function Code  | Object Code   | Allowable Use   |
| 1000 - Instruction   | 110 - Regular Certified Salaries  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.                 |
| Please describe the expenditures with  | in the account and how they will a  | addross a COVID 18 pood   |
| THIS PROVIDES 1 ADDITIONAL MIDDLE S<br>LOSS. THIS POSITION WILL HELP WITH S  | SCHOOL MATH INTERVENTIONIST C<br>TUDENTS THAT HAVE FALLEN BEHII   | CERTIFIED POSITION TO ADDRESS LEARNING<br>ND DURING COVID AND ADRESSING THEIR                         |
| THIS PROVIDES 1 ADDITIONAL MIDDLES<br>LOSS. THIS POSITION WILL HELP WITH S<br>LEARNING LOSS IN MATH AT TRAILRIDG   | SCHOOL MATH INTERVENTIONIST C<br>TUDENTS THAT HAVE FALLEN BEHII   | CERTIFIED POSITION TO ADDRESS LEARNING<br>ND DURING COVID AND ADRESSING THEIR                         |
| THIS PROVIDES 1 ADDITIONAL MIDDLE S<br>LOSS. THIS POSITION WILL HELP WITH S<br>LEARNING LOSS IN MATH AT TRAILRIDG<br>Budgeted Expenditures in SFY 2021   | SCHOOL MATH INTERVENTIONIST C<br>TUDENTS THAT HAVE FALLEN BEHII<br>SE MIDDLE SCHOOL SUPPORTING ST   | CERTIFIED POSITION TO ADDRESS LEARNING<br>ND DURING COVID AND ADRESSING THEIR                         |
| THIS PROVIDES 1 ADDITIONAL MIDDLE<br>LOSS. THIS POSITION WILL HELP WITH S<br>LEARNING LOSS IN MATH AT TRAILRIDG<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | SCHOOL MATH INTERVENTIONIST O<br>TUDENTS THAT HAVE FALLEN BEHII<br>SE MIDDLE SCHOOL SUPPORTING ST<br>\$0                                      | CERTIFIED POSITION TO ADDRESS LEARNING<br>ND DURING COVID AND ADRESSING THEIR                         |
| THIS PROVIDES 1 ADDITIONAL MIDDLE S<br>LOSS. THIS POSITION WILL HELP WITH S<br>LEARNING LOSS IN MATH AT TRAILRIDG<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | SCHOOL MATH INTERVENTIONIST O<br>TUDENTS THAT HAVE FALLEN BEHII<br>SE MIDDLE SCHOOL SUPPORTING ST<br>\$0<br>\$4,183                           | CERTIFIED POSITION TO ADDRESS LEARNING<br>ND DURING COVID AND ADRESSING THEIR                         |
| THIS PROVIDES 1 ADDITIONAL MIDDLE<br>LOSS. THIS POSITION WILL HELP WITH S<br>LEARNING LOSS IN MATH AT TRAILRIDG<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023   | SCHOOL MATH INTERVENTIONIST O<br>TUDENTS THAT HAVE FALLEN BEHII<br>SE MIDDLE SCHOOL SUPPORTING ST<br>\$0<br>\$4,183<br>\$52,310               | CERTIFIED POSITION TO ADDRESS LEARNING<br>ND DURING COVID AND ADRESSING THEIR<br>TUDENTS IN GRADE 5-8 |
| THIS PROVIDES 1 ADDITIONAL MIDDLE  | SCHOOL MATH INTERVENTIONIST C<br>TUDENTS THAT HAVE FALLEN BEHIL<br>SE MIDDLE SCHOOL SUPPORTING ST<br>\$0<br>\$4,183<br>\$52,310<br><u>\$0</u> | CERTIFIED POSITION TO ADDRESS LEARNING<br>ND DURING COVID AND ADRESSING THEIR<br>TUDENTS IN GRADE 5-8 |

| <u>Allocation Type</u><br>Direct Allocation   | YES - this item is marked for Learni  | na Loss Set Aside Expenditure   |
|---|---|---|
|   |   |   |
| Account Name  | Account Number  |   |
| ESSER 3-GEN WMS CERTIFIED   | 07 E 1000 110 0819 003  |   |
| Function Code   | Object Code   | Allowable Use   |
| 1000 - Instruction  | 110 - Regular Certified Salaries  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Please describe the expenditures with   | in the account and how they will add  | dress a COVID-19 need   |
|   |   | RTIFIED POSITION TO ADDRESS LEARNING  |
| LOSS. THIS POSITION WILL HELP WITH S<br>LEARNING LOSS IN MATH AT WHEATRIE<br>TEACHER.   | TUDENTS THAT HAVE FALLEN BEHINE<br>DGE MIDDLE SCHOOL SUPPORTING ST                                      | DURING COVID AND ADDRESSING THEIR   |
| LOSS. THIS POSITION WILL HELP WITH S<br>LEARNING LOSS IN MATH AT WHEATRIE<br>TEACHER.<br>Budgeted Expenditures in SFY 2021  | TUDENTS THAT HAVE FALLEN BEHINE<br>OGE MIDDLE SCHOOL SUPPORTING ST<br>\$0                               | DURING COVID AND ADDRESSING THEIR   |
| LOSS. THIS POSITION WILL HELP WITH S<br>LEARNING LOSS IN MATH AT WHEATRIE<br>TEACHER.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | TUDENTS THAT HAVE FALLEN BEHINE<br>OGE MIDDLE SCHOOL SUPPORTING ST<br>\$0<br>\$4,513                    | DURING COVID AND ADDRESSING THEIR   |
| LOSS. THIS POSITION WILL HELP WITH S<br>LEARNING LOSS IN MATH AT WHEATRIE<br>TEACHER.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | TUDENTS THAT HAVE FALLEN BEHINE<br>OGE MIDDLE SCHOOL SUPPORTING ST<br>\$0<br>\$4,513<br>\$71,640        | D DURING COVID AND ADDRESSING THEIR<br>TUDENTS IN GRADE 5-8 WITH CERTFIED             |
| LOSS. THIS POSITION WILL HELP WITH S<br>LEARNING LOSS IN MATH AT WHEATRIE<br>TEACHER.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | TUDENTS THAT HAVE FALLEN BEHINE<br>DGE MIDDLE SCHOOL SUPPORTING ST<br>\$0<br>\$4,513<br>\$71,640<br>\$0 | DURING COVID AND ADDRESSING THEIR<br>TUDENTS IN GRADE 5-8 WITH CERTFIED               |
| LOSS. THIS POSITION WILL HELP WITH S<br>LEARNING LOSS IN MATH AT WHEATRIE<br>TEACHER.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | TUDENTS THAT HAVE FALLEN BEHINE<br>OGE MIDDLE SCHOOL SUPPORTING ST<br>\$0<br>\$4,513<br>\$71,640        | D DURING COVID AND ADDRESSING THEIR<br>TUDENTS IN GRADE 5-8 WITH CERTFIED             |
| LOSS. THIS POSITION WILL HELP WITH S<br>LEARNING LOSS IN MATH AT WHEATRIE<br>TEACHER.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | TUDENTS THAT HAVE FALLEN BEHINE<br>DGE MIDDLE SCHOOL SUPPORTING ST<br>\$0<br>\$4,513<br>\$71,640<br>\$0 | DURING COVID AND ADDRESSING THEIR<br>TUDENTS IN GRADE 5-8 WITH CERTFIED               |

| Allocation Type   | <u>Is this Item for the 20% Minimuim L</u>   | <u>earning Loss Set Aside Expenditure</u> .   |
|---|--|---|
| Direct Allocation   | YES - this item is marked for Learning   | Loss Set Aside Expenditure  |
| Account Name  | Account Number   |   |
| ESSER 3-GEN ER PAY TAX  | 07 E 1000 220 0103 003   |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 220 - Social Security Contributions  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures withi  | n the account and how they will addres   | ss a COVID-19 need  |
| •   | •  | D POSITION TO ADDRESS LEARNING LOSS   |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2022   | \$75   |   |
|   | \$3,862  |   |
| Budgeted Expenditures in SFY 2023   | 45,66E   |   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024  | \$0  | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 231-3-0023<br>Allocation Type   | \$0<br>\$3,937<br>Is this Item for the 20% Minimuim L  | Approved  |
| •   | <u>\$0</u><br>\$3,937  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0023<br>Allocation Type<br>Direct Allocation   | \$0<br>\$3,937<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0023<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX   | \$0<br>\$3,937<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0023<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code  | \$0<br>\$3,937<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0104 003  | Approved<br>.earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0023<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction  | \$0<br>\$3,937<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0104 003<br>Object Code   | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0023<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction  | \$0<br>\$3,937<br><b>Is this Item for the 20% Minimuim L</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>07 E 1000 220 0104 003<br><b>Object Code</b><br>220 - Social Security Contributions<br>in the account and how they will address   | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  SS a COVID-19 need  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0023<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction  | \$0<br>\$3,937<br><b>Is this Item for the 20% Minimuim L</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>07 E 1000 220 0104 003<br><b>Object Code</b><br>220 - Social Security Contributions<br>in the account and how they will address   | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  SS a COVID-19 need  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0023<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>EMPLOYER PAYROLL TAX-ADDITIONAL E<br>Budgeted Expenditures in SFY 2021                                      | \$0<br>\$3,937<br><b>Is this Item for the 20% Minimuim L</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>07 E 1000 220 0104 003<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>in the account and how they will addrese</b><br>ELEMENTARY INTERVENTIONIST CERTIFIE                 | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  SS a COVID-19 need  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0023<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>EMPLOYER PAYROLL TAX-ADDITIONAL E   | \$0<br>\$3,937<br><b>Is this Item for the 20% Minimuim Le</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>07 E 1000 220 0104 003<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>In the account and how they will addrese</b><br>ELEMENTARY INTERVENTIONIST CERTIFIE<br>\$0         | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  SS a COVID-19 need  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0023<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>EMPLOYER PAYROLL TAX-ADDITIONAL E<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$0<br>\$3,937<br><b>Is this Item for the 20% Minimuim L</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>07 E 1000 220 0104 003<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>In the account and how they will address</b><br>ELEMENTARY INTERVENTIONIST CERTIFIE<br>\$0<br>\$359 | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations. |

| Allocation Type   | <u>Is this Item for the 20% Minimuim L</u>   | <u>earning Loss Set Aside Expenditure</u>   |
|---|--|---|
| Direct Allocation   | YES - this item is marked for Learning   | Loss Set Aside Expenditure  |
| Account Name  | Account Number   |   |
| ESSER 3-GEN ER PAY TAX  | 07 E 1000 220 0105 003   |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 220 - Social Security Contributions  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures withi  | n the account and how they will addre  | ss a COVID-19 need  |
| •   | •  | D POSITION TO ADDRESS LEARNING LOSS   |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2022   | \$436  |   |
|   | \$5,437  |   |
| Budgeted Expenditures in SFY 2023   | 45,457   |   |
| •   | \$0,43,4<br>\$0  | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0025<br>Allocation Type  | \$0<br>\$5,873<br>Is this Item for the 20% Minimuim L  | Approved  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Ine Item ID: 231-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name   | <u>\$0</u><br>\$5,873  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0025<br>Allocation Type<br>Direct Allocation   | \$0<br>\$5,873<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX   | \$0<br>\$5,873<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code  | \$0<br>\$5,873<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0106 003  | Approved<br>.earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction  | \$0<br>\$5,873<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0106 003<br>Object Code   | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction  | \$0<br>\$5,873<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0106 003<br>Object Code<br>220 - Social Security Contributions  | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  SS a COVID-19 need  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>EMPLOYER PAYROLL TAX-ADDITIONAL E   | \$0<br>\$5,873<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0106 003<br>Object Code<br>220 - Social Security Contributions  | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  SS a COVID-19 need  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>EMPLOYER PAYROLL TAX-ADDITIONAL E<br>Budgeted Expenditures in SFY 2021                                      | \$0<br>\$5,873<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0106 003<br>Object Code<br>220 - Social Security Contributions<br>In the account and how they will address<br>ELEMENTARY INTERVENTIONIST CERTIFIE   | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  SS a COVID-19 need  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>EMPLOYER PAYROLL TAX-ADDITIONAL E<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$0<br>\$5,873<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0106 003<br>Object Code<br>220 - Social Security Contributions<br>In the account and how they will address<br>ELEMENTARY INTERVENTIONIST CERTIFIE<br>\$0                                      | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  SS a COVID-19 need  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction  | \$0<br>\$5,873<br><b>Is this Item for the 20% Minimuim L</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>07 E 1000 220 0106 003<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>In the account and how they will address</b><br>ELEMENTARY INTERVENTIONIST CERTIFIE<br>\$0<br>\$367 | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations. |

| Allocation Type   | <u>Is this Item for the 20% Minimuim L</u>  | <u>earning Loss Set Aside Expenditure</u>   |
|---|---|---|
| Direct Allocation   | YES - this item is marked for Learning  | Loss Set Aside Expenditure  |
| Account Name  | Account Number  |   |
| ESSER 3-GEN ER PAY TAX  | 07 E 1000 220 0107 003  |   |
| Function Code   | Object Code   | Allowable Use   |
| 1000 - Instruction  | 220 - Social Security Contributions   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures withi  | n the account and how they will addre   | ss a COVID-19 need  |
| •   | •   | D POSITION TO ADDRESS LEARNING LOSS   |
| Budgeted Expenditures in SFY 2021   | \$0   |   |
| Budgeted Expenditures in SFY 2022   | \$63  |   |
|   | \$4,334   |   |
| Budgeted Expenditures in SFY 2023   | Ψ <del>-</del> ,55 <del>-</del>   |   |
| •   | \$0   | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0027<br>Allocation Type  | \$0<br>\$4,397<br>Is this Item for the 20% Minimuim L   | Approved  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0027<br>Allocation Type<br>Direct Allocation<br>Account Name  | <u>\$0</u><br>\$4,397   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0027<br>Allocation Type<br>Direct Allocation   | \$0<br>\$4,397<br><u>Is this Item for the 20% Minimuim L</u><br>YES - this item is marked for Learning  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0027<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX   | \$0<br>\$4,397<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0027<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$0<br>\$4,397<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0108 003   | Approved<br>.earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0027<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction  | \$0<br>\$4,397<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0108 003<br>Object Code  | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0027<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction  | \$0<br>\$4,397<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0108 003<br>Object Code<br>220 - Social Security Contributions   | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0027<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>EMPLOYER PAYROLL TAX-ADDITIONAL E   | \$0<br>\$4,397<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0108 003<br>Object Code<br>220 - Social Security Contributions   | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0027<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>EMPLOYER PAYROLL TAX-ADDITIONAL E<br>Budgeted Expenditures in SFY 2021                                      | \$0<br>\$4,397<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0108 003<br>Object Code<br>220 - Social Security Contributions<br>In the account and how they will address<br>ELEMENTARY INTERVENTIONIST CERTIFIE                                    | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0027<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction  | \$0<br>\$4,397<br><b>Is this Item for the 20% Minimuim L</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>07 E 1000 220 0108 003<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>In the account and how they will address</b><br>ELEMENTARY INTERVENTIONIST CERTIFIE<br>\$0 | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0027<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>EMPLOYER PAYROLL TAX-ADDITIONAL E<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$0<br>\$4,397<br><b>Is this Item for the 20% Minimuim L</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>07 E 1000 220 0108 003<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>Object Code</b><br>220 - Social Security Contributions                                     | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need  |

|   |   | <u>earning Loss Set Aside Expenditure</u> .  |
|---|---|--|
| Direct Allocation   | YES - this item is marked for Learning  | Loss Set Aside Expenditure   |
| Account Name  | Account Number  |  |
| ESSER 3-GEN ER PAY TAX  | 07 E 1000 220 0109 003  |  |
| Function Code   | Object Code   | Allowable Use  |
| 1000 - Instruction  | 220 - Social Security Contributions   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures with   | in the account and how they will addre  | ss a COVID-19 need   |
| EMPLOYER PAYROLL TAX-ADDITIONAL E   | ELEMENTARY INTERVENTIONIST CERTIFIE   | D POSITION TO ADDRESS LEARNING LOSS  |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$492   |  |
| Budgeted Expenditures in SFY 2023   | \$5,561   |  |
| Budgeted Expenditures in SFY 2024   | \$0   | <u>Status</u>  |
| Total Expenditures  | \$6,053   | Approved   |
| ne Item ID: 231-3-0029  |   |  |
| Allocation Type   | Is this Item for the 20% Minimuim L   | earning Loss Set Aside Expenditure   |
|   | <b>Is this Item for the 20% Minimuim L</b><br>YES - this item is marked for Learning  |  |
| Direct Allocation   | YES - this item is marked for Learning  |  |
| Direct Allocation Account Name  |   |  |
| Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX   | YES - this item is marked for Learning<br>Account Number  |  |
| Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code  | YES - this item is marked for Learning<br><u>Account Number</u><br>07 E 1000 220 0817 003   | Loss Set Aside Expenditure   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction   | YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0817 003<br>Object Code   | Loss Set Aside Expenditure Allowable Use   |
| Direct Allocation<br>Account Name<br>ESSER 3-GEN ER PAY TAX<br>Function Code<br>1000 - Instruction  | YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0817 003<br>Object Code   | Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.   |
| Direct Allocation Account Name ESSER 3-GEN ER PAY TAX Function Code 1000 - Instruction Please describe the expenditures withi EMPLOYER PAYROLL TAX-ADDITIONAL N   | YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0817 003<br>Object Code<br>220 - Social Security Contributions  | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         sss a COVID-19 need   |
| Direct Allocation Account Name ESSER 3-GEN ER PAY TAX Function Code 1000 - Instruction Please describe the expenditures withi EMPLOYER PAYROLL TAX-ADDITIONAL N LEARNING LOSS   | YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0817 003<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address  | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         sss a COVID-19 need   |
| Direct Allocation Account Name ESSER 3-GEN ER PAY TAX Function Code 1000 - Instruction Please describe the expenditures withi EMPLOYER PAYROLL TAX-ADDITIONAL M LEARNING LOSS Budgeted Expenditures in SFY 2021   | YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0817 003<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addres<br>WIDDLE SCHOOL MATH INTERVENTIONIS  | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         sss a COVID-19 need   |
| Direct Allocation Account Name ESSER 3-GEN ER PAY TAX Function Code 1000 - Instruction Please describe the expenditures withi EMPLOYER PAYROLL TAX-ADDITIONAL N LEARNING LOSS Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022                                   | YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0817 003<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addres<br>MIDDLE SCHOOL MATH INTERVENTIONIS<br>\$0                                   | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ss a COVID-19 need   |
| Direct Allocation Account Name ESSER 3-GEN ER PAY TAX Function Code 1000 - Instruction Please describe the expenditures withi EMPLOYER PAYROLL TAX-ADDITIONAL N LEARNING LOSS Budgeted Expenditures in SFY 2022 Budgeted Expenditures in SFY 2023                                   | YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0817 003<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addree<br>MIDDLE SCHOOL MATH INTERVENTIONIS<br>\$0<br>\$400                          | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ss a COVID-19 need  |
| Direct Allocation Account Name ESSER 3-GEN ER PAY TAX Function Code 1000 - Instruction Please describe the expenditures withi   | YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0817 003<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addree<br>MIDDLE SCHOOL MATH INTERVENTIONIS<br>\$0<br>\$400<br>\$4,588               | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ss a COVID-19 need         ST CERTIFIED POSITION TO ADDRESS   |
| Direct Allocation Account Name ESSER 3-GEN ER PAY TAX Function Code 1000 - Instruction Please describe the expenditures withi EMPLOYER PAYROLL TAX-ADDITIONAL N LEARNING LOSS Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2023 Budgeted Expenditures in SFY 2024 | YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0817 003<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addree<br>MIDDLE SCHOOL MATH INTERVENTIONIS<br>\$0<br>\$400<br>\$4,588<br>\$0<br>\$0 | Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         sss a COVID-19 need         ST CERTIFIED POSITION TO ADDRESS         Status |

| Allocation Type  | <u>Is this Item for the 20% Minimuim L</u>  | <u>earning Loss Set Aside Expenditure</u>  |
|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning  | Loss Set Aside Expenditure   |
| Account Name   | Account Number  |  |
| ESSER 3-GEN ER PAY TAX   | 07 E 1000 220 0818 003  |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 220 - Social Security Contributions   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures with  | in the account and how they will addre  | ss a COVID-19 need   |
| EMPLOYER PAYROLL TAX-ADDITIONAL I<br>LEARNING LOSS   | MIDDLE SCHOOL MATH INTERVENTIONIS   | ST CERTIFIED POSITION TO ADDRESS   |
| Budgeted Expenditures in SFY 2021  | \$O   |  |
| Budgeted Expenditures in SFY 2022  | \$346   |  |
| Budgeted Expenditures in SFY 2023  | \$4,588   |  |
|  |   | <b>Status</b>  |
| Budgeted Expenditures in SFY 2024  | \$0   | <u>Status</u>  |
|  | <u> </u>  | Approved   |
| Total Expenditures   |   |  |
| Total Expenditures   | \$4,934   | Approved   |
| Total Expenditures ne Item ID: 231-3-0031 Allocation Type  | \$4,934<br>Is this Item for the 20% Minimuim L  | Approved   |
| Total Expenditures ine Item ID: 231-3-0031 Allocation Type   | \$4,934   | Approved   |
| Total Expenditures<br>ine Item ID: 231-3-0031<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$4,934<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number  | Approved   |
| Total Expenditures Total Expenditures The Item ID: 231-3-0031 Allocation Type Direct Allocation Account Name   | \$4,934<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning  | Approved   |
| Total Expenditures ne Item ID: 231-3-0031 Allocation Type Direct Allocation Account Name ESSER 3-GEN ER PAY TAX  | \$4,934<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number  | Approved   |
| Total Expenditures Total Expenditures The Item ID: 231-3-0031 Allocation Type Direct Allocation Account Name ESSER 3-GEN ER PAY TAX Function Code  | \$4,934<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0819 003  | Approved<br>.earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure  |
| Total Expenditures ine Item ID: 231-3-0031 Allocation Type Direct Allocation Account Name ESSER 3-GEN ER PAY TAX Function Code 1000 - Instruction  | \$4,934<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0819 003<br>Object Code   | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.   |
| Total Expenditures Total Expenditures ine Item ID: 231-3-0031 Allocation Type Direct Allocation Account Name ESSER 3-GEN ER PAY TAX Function Code 1000 - Instruction Please describe the expenditures with   | \$4,934<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0819 003<br>Object Code<br>220 - Social Security Contributions  | Approved  Approved  Approved  Approved  And the second state of th |
| Total Expenditures Ine Item ID: 231-3-0031 Allocation Type Direct Allocation Account Name ESSER 3-GEN ER PAY TAX Function Code 1000 - Instruction Please describe the expenditures withi EMPLOYER PAYROLL TAX-ADDITIONAL I LEARNING LOSS   | \$4,934<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0819 003<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addre  | Approved  Approved  Approved  Approved  And the second state of th |
| Total Expenditures Ine Item ID: 231-3-0031 Allocation Type Direct Allocation Account Name ESSER 3-GEN ER PAY TAX Function Code 1000 - Instruction Please describe the expenditures with EMPLOYER PAYROLL TAX-ADDITIONAL I LEARNING LOSS Budgeted Expenditures in SFY 2021                                  | \$4,934<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0819 003<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addree<br>MIDDLE SCHOOL MATH INTERVENTIONIS                                      | Approved  Approved  Approved  Approved  And the second state of th |
| Total Expenditures ne Item ID: 231-3-0031 Allocation Type Direct Allocation Account Name ESSER 3-GEN ER PAY TAX Function Code 1000 - Instruction Please describe the expenditures with EMPLOYER PAYROLL TAX-ADDITIONAL I LEARNING LOSS Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$4,934<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>07 E 1000 220 0819 003<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addree<br>MIDDLE SCHOOL MATH INTERVENTIONIS<br>\$0                               | Approved  Approved  Approved  Approved  And the second state of th |
| Total Expenditures Total Expenditures Ine Item ID: 231-3-0031 Allocation Type Direct Allocation Account Name ESSER 3-GEN ER PAY TAX Function Code 1000 - Instruction Please describe the expenditures with EMPLOYER PAYROLL TAX-ADDITIONAL I   | \$4,934<br><b>Is this Item for the 20% Minimuim L</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>07 E 1000 220 0819 003<br><b>Object Code</b><br>220 - Social Security Contributions<br>in the account and how they will addree<br>MIDDLE SCHOOL MATH INTERVENTIONIS<br>\$0<br>\$345 | Approved  Approved  Approved  Approved  And the second state of th |

| Allocation Type  | <u>Is this item for the 20% Minimu</u>  | im Learning Loss Set Aside Expenditure   |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for L  | earning Loss Set Aside Expenditure   |
| Account Name   | Account Number  |  |
| ESSER 3-GEN ER PAID BENEFITS   | 07 E 1000 210 0100 003  |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 210 - Group Insurance   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures with  | in the account and how they will ac   | ddress a COVID-19 need   |
| PAID BENEFITS-TEN ADDITIONAL INTER   | VENTIONIST CERTIFIED POSITION TO  | ADDRESS LEARNING LOSS  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$1,000   |  |
| •  | \$88,320  |  |
| Budgeted Expenditures in SFY 2023  |   |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024   | \$0   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures  | <u>\$0</u><br>\$89,320  | <u>Status</u><br>Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0034  | \$89,320  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures  | \$89,320<br>Is this Item for the 20% Minimu   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0034<br>Allocation Type   | \$89,320<br>Is this Item for the 20% Minimu   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0034<br>Allocation Type<br>True Up Allocation   | \$89,320<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for Le  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 231-3-0034<br>Allocation Type<br>True Up Allocation<br>Account Name  | \$89,320<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for La<br>Account Number  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 231-3-0034<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN OTHER BENEFITS  | \$89,320<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for La<br>Account Number<br>07 E 1000 290 0100 000  | Approved<br>im Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0034<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN OTHER BENEFITS<br>Function Code  | \$89,320<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for La<br>Account Number<br>07 E 1000 290 0100 000<br>Object Code<br>290 - Other Employee Benefits  | Approved<br>im Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.                        |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0034<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN OTHER BENEFITS<br>Function Code<br>1000 - Instruction  | \$89,320<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for Le<br>Account Number<br>07 E 1000 290 0100 000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will ac   | Approved<br>im Learning Loss Set Aside Expenditure earning Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.<br>ddress a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0034<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN OTHER BENEFITS<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi  | \$89,320<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for Le<br>Account Number<br>07 E 1000 290 0100 000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will ac   | Approved<br>im Learning Loss Set Aside Expenditure earning Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.<br>ddress a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0034<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN OTHER BENEFITS<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>OTHER BENEFITS-UNEMPLOYMENT TAX<br>Budgeted Expenditures in SFY 2021                                      | \$89,320<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for La<br>Account Number<br>07 E 1000 290 0100 000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will ac<br>FOR PREMIUM PAY RETENTION INCO                 | Approved<br>im Learning Loss Set Aside Expenditure earning Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.<br>ddress a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0034<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN OTHER BENEFITS<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>OTHER BENEFITS-UNEMPLOYMENT TAX<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$89,320<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for Li<br>Account Number<br>07 E 1000 290 0100 000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will ac<br>FOR PREMIUM PAY RETENTION INCO<br>\$0          | Approved<br>im Learning Loss Set Aside Expenditure earning Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.<br>ddress a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 231-3-0034<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN OTHER BENEFITS<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>OTHER BENEFITS-UNEMPLOYMENT TAX   | \$89,320<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for Le<br>Account Number<br>07 E 1000 290 0100 000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will ac<br>FOR PREMIUM PAY RETENTION INCO<br>\$0<br>\$997 | Approved<br>im Learning Loss Set Aside Expenditure earning Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.<br>ddress a COVID-19 need |

| Allocation Type   | <u>Is this Item for the 20% Minimuim L</u>   | earning Loss Set Aside Experiature   |
|---|--|--|
| Direct Allocation   | NO - this item is not marked for Learni  | ng Loss Set Aside Expenditure  |
| Account Name  | Account Number   |  |
| ESSER 3-GEN CUSTODIAL COMP  | 07 E 2600 120 0901 003   |  |
| Function Code   | Object Code  | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)  | 120 - Regular Non-Certified Salaries   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures with   | in the account and how they will addres  | ss a COVID-19 need   |
| FOR FY22 ONE ADDITIONAL CUSTODIA<br>DUE TO COVID. THE POSITION WAS AT   | L POSITION WAS NEEDED DUE TO INCREATHE HIGH SCHOOL.  | ASED CLEANING & SANITATION DUTIES  |
| Budgeted Expenditures in SFY 2021   | \$0  |  |
| Budgeted Expenditures in SFY 2022   | \$44,864   |  |
| Budgeted Expenditures in SFY 2023   | \$0  |  |
| Budgeted Expenditures in SFY 2024   | \$0  | <u>Status</u>  |
| Total Expenditures  | \$44,864   | Approved   |
| Please provide more information on how<br>duties will include as a result of the impa   | r many additional custodial positions this e<br>act of COVID.  | expenditure includes and what their job  |
| Please provide more information on how<br>duties will include as a result of the impa<br>ne Item ID: 231-3-0039   | ict of COVID.  | · · · · · · · · · · · · · · · · · · ·  |
| Please provide more information on how<br>duties will include as a result of the impa<br>ne Item ID: 231-3-0039<br>Allocation Type  |  | earning Loss Set Aside Expenditure   |
| duties will include as a result of the impan<br>ne Item ID: 231-3-0039<br>Allocation Type<br>True Up Allocation   | Is this Item for the 20% Minimuim Lo<br>NO - this item is not marked for Learni  | earning Loss Set Aside Expenditure   |
| Please provide more information on how<br>duties will include as a result of the impa<br>ne Item ID: 231-3-0039<br>Allocation Type<br>True Up Allocation<br>Account Name  | Is this Item for the 20% Minimuim Le   | earning Loss Set Aside Expenditure   |
| Please provide more information on how<br>duties will include as a result of the impa<br>ne Item ID: 231-3-0039<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN SUPPORT BENEFITS  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number  | earning Loss Set Aside Expenditure   |
| Please provide more information on how<br>duties will include as a result of the impa<br>ne Item ID: 231-3-0039<br>Allocation Type  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>07 E 2600 210 0901 003  | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure  |
| Please provide more information on how<br>duties will include as a result of the impa-<br>ne Item ID: 231-3-0039<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN SUPPORT BENEFITS<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>07 E 2600 210 0901 003<br>Object Code<br>210 - Group Insurance  | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                       |
| Please provide more information on how<br>duties will include as a result of the impa-<br>ne Item ID: 231-3-0039<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN SUPPORT BENEFITS<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures within   | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>07 E 2600 210 0901 003<br>Object Code<br>210 - Group Insurance  | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>as a COVID-19 need |
| Please provide more information on how<br>duties will include as a result of the impa-<br>ne Item ID: 231-3-0039<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN SUPPORT BENEFITS<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures with<br>EMPLOYER PAID BENEFITS-ADDITIONAL  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>07 E 2600 210 0901 003<br>Object Code<br>210 - Group Insurance  | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                       |
| Please provide more information on how<br>duties will include as a result of the impa-<br>ne Item ID: 231-3-0039<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN SUPPORT BENEFITS<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures within<br>EMPLOYER PAID BENEFITS-ADDITIONAL<br>DUTIES DUE TO COVID   | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>07 E 2600 210 0901 003<br>Object Code<br>210 - Group Insurance  | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                       |
| Please provide more information on how<br>duties will include as a result of the impa-<br>ne Item ID: 231-3-0039<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN SUPPORT BENEFITS<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures with<br>EMPLOYER PAID BENEFITS-ADDITIONAL<br>DUTIES DUE TO COVID<br>Budgeted Expenditures in SFY 2021                                      | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>07 E 2600 210 0901 003<br>Object Code<br>210 - Group Insurance  | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                       |
| Please provide more information on how<br>duties will include as a result of the impa-<br>ne Item ID: 231-3-0039<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN SUPPORT BENEFITS<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures with<br>EMPLOYER PAID BENEFITS-ADDITIONAL<br>DUTIES DUE TO COVID<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>07 E 2600 210 0901 003<br>Object Code<br>210 - Group Insurance<br>in the account and how they will address<br>CUSTODIAL POSITIONS NEEDED DUE TO<br>\$0          | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                       |
| Please provide more information on how<br>duties will include as a result of the impa-<br>ne Item ID: 231-3-0039<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN SUPPORT BENEFITS<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures within   | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>07 E 2600 210 0901 003<br>Object Code<br>210 - Group Insurance<br>in the account and how they will address<br>CUSTODIAL POSITIONS NEEDED DUE TO<br>\$0<br>\$126 | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>as a COVID-19 need |

| Allocation Type   | Is this Item for the 20% Minimuim L  |   |
|---|--|---|
| Direct Allocation   | NO - this item is not marked for Learni  | ng Loss Set Aside Expenditure   |
| Account Name  | Account Number   |   |
| ESSER 3-GEN NURSE COMP  | 07 E 2100 120 0901 003   |   |
| Function Code   | Object Code  | Allowable Use   |
| 2100 - Support Services (Students)  | 120 - Regular Non-Certified Salaries   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures with   | in the account and how they will addres  | ss a COVID-19 need  |
| For Fy 22 an additional high scho<br>For Covid. This position did Covid   | OL NURSE POSITION WAS NEEDED DUE T<br>TESTING FOR STUDENTS.  | O INCREASED HEALTH ROOM SERVICES  |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2022   | \$20,425   |   |
| Budgeted Expenditures in SFY 2023   | \$0  |   |
| Budgeted Expenditures in SFY 2024   | \$0  | <u>Status</u>   |
| Total Expenditures  | \$20,425   | Approved  |
| Please provide a detailed description of v<br>addresses a COVID need.   | what the additional nurse's work responsit   | pilities will be and how this position  |
| Please provide a detailed description of v<br>addresses a COVID need.<br>ne Item ID: 231-3-0042   | what the additional nurse's work responsit   |   |
| Please provide a detailed description of v<br>addresses a COVID need.<br>ne Item ID: 231-3-0042<br>Allocation Type  |  | earning Loss Set Aside Expenditure  |
| Line Item Comment from KSDE<br>Please provide a detailed description of v<br>addresses a COVID need.<br>ne Item ID: 231-3-0042<br>Allocation Type<br>True Up Allocation<br>Account Name   | Is this Item for the 20% Minimuim L  | earning Loss Set Aside Expenditure  |
| Please provide a detailed description of v<br>addresses a COVID need.<br>ne Item ID: 231-3-0042<br>Allocation Type<br>True Up Allocation<br>Account Name  | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni   | earning Loss Set Aside Expenditure  |
| Please provide a detailed description of v<br>addresses a COVID need.<br>ne Item ID: 231-3-0042<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN NURSE ER PAY TAX  | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number   | earning Loss Set Aside Expenditure  |
| Please provide a detailed description of v<br>addresses a COVID need.<br>ne Item ID: 231-3-0042<br><u>Allocation Type</u><br>True Up Allocation   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07 E 2100 220 0901 003   | earning Loss Set Aside Expenditure  |
| Please provide a detailed description of v<br>addresses a COVID need.<br>ne Item ID: 231-3-0042<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN NURSE ER PAY TAX<br>Function Code<br>2100 - Support Services (Students)   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07 E 2100 220 0901 003<br>Object Code  | earning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.                            |
| Please provide a detailed description of v<br>addresses a COVID need.<br>ne Item ID: 231-3-0042<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN NURSE ER PAY TAX<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures with<br>EMPLOYER PAYROLL TAXES-ADDITIONA  | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07 E 2100 220 0901 003<br>Object Code<br>220 - Social Security Contributions   | earning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Please provide a detailed description of v<br>addresses a COVID need.<br>ne Item ID: 231-3-0042<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN NURSE ER PAY TAX<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures with  | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07 E 2100 220 0901 003<br>Object Code<br>220 - Social Security Contributions   | earning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Please provide a detailed description of v<br>addresses a COVID need.<br>ne Item ID: 231-3-0042<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN NURSE ER PAY TAX<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures with<br>EMPLOYER PAYROLL TAXES-ADDITIONA<br>FOR COVID<br>Budgeted Expenditures in SFY 2021                                      | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07 E 2100 220 0901 003<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addres  | earning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Please provide a detailed description of v<br>addresses a COVID need.<br>ne Item ID: 231-3-0042<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN NURSE ER PAY TAX<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures with<br>EMPLOYER PAYROLL TAXES-ADDITIONA<br>FOR COVID   | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>07 E 2100 220 0901 003<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addres<br>at SCHOOL NURSE POSITION NEEDED DU   | earning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Please provide a detailed description of v<br>addresses a COVID need.<br>ne Item ID: 231-3-0042<br>Allocation Type<br>True Up Allocation<br>Account Name<br>ESSER 3-GEN NURSE ER PAY TAX<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures with<br>EMPLOYER PAYROLL TAXES-ADDITIONA<br>FOR COVID<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | Is this Item for the 20% Minimum L         NO - this item is not marked for Learni         Account Number         07 E 2100 220 0901 003         Object Code         220 - Social Security Contributions         in the account and how they will address         ACHOOL NURSE POSITION NEEDED DUI         \$0         \$1,563 | earning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |

| Allocation Type  | <u>Is this Item for the 20% Minimuim </u>  | Learning Loss Set Aside Expenditure   |
|--|--|---|
| True Up Allocation   | NO - this item is not marked for Learr   | ning Loss Set Aside Expenditure   |
| Account Name   | Account Number   |   |
| ESSER 3 - GEN PSYCHOLOGIST   | 07 E 2100 110 0100 003   |   |
| Function Code  | Object Code  | Allowable Use   |
| 2100 - Support Services (Students)   | 110 - Regular Certified Salaries   | 10 - Providing mental health services and supports.   |
| Please describe the expenditures with  | in the account and how they will addre   | ess a COVID-19 need   |
| MENTAL HEALTH SERVICES AND SUPPO<br>STAFF AND STUDENTS BEHAVIOR ISSUE  | RTS FOR THE PIONEER RIDGE MIDDLE SO<br>S ARE AFFECTING STUDENT LEARNING A  | TIONAL NEEDS OF STUDENTS PROVIDING<br>CHOOL. USING OUR SURVEY OF PARENTS,<br>ND BEHAVIORS HAVE INCREASED IN THE<br>CCESS TO HIGH QUALITY MENTAL HEALTH  |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$0  |   |
| Budgeted Expenditures in SFY 2023  | \$183,559  |   |
| Budgeted Expenditures in SFY 2024  | \$0  | <u>Status</u>   |
|  |  |   |
| <b>Line Item Comment from KSDE</b><br>Please provide a comprehensive narrativ  |  | •   |
| Line Item Comment from KSDE<br>Please provide a comprehensive narrativ<br>will address a COVID-19 need. You have   |  | position will entail and how this expenditur  |
| Line Item Comment from KSDE<br>Please provide a comprehensive narrativ<br>will address a COVID-19 need. You have<br>ne Item ID: 231-3-0046   | e that describes what the psychologist's p<br>stated that this position will assist with in  | position will entail and how this expenditur<br>acreased social and emotional needs.  |
| Line Item Comment from KSDE<br>Please provide a comprehensive narrativ<br>will address a COVID-19 need. You have<br>ne Item ID: 231-3-0046<br>Allocation Type  | e that describes what the psychologist's p<br>stated that this position will assist with in<br><u>Is this Item for the 20% Minimuim I</u>  | position will entail and how this expenditur<br>acreased social and emotional needs.  |
| Line Item Comment from KSDE<br>Please provide a comprehensive narrativ<br>will address a COVID-19 need. You have<br>ne Item ID: 231-3-0046<br>Allocation Type  | e that describes what the psychologist's p<br>stated that this position will assist with in<br><u>Is this Item for the 20% Minimuim I</u><br>NO - this item is not marked for Learr  | position will entail and how this expenditur<br>acreased social and emotional needs.  |
| Line Item Comment from KSDE<br>Please provide a comprehensive narrativ<br>will address a COVID-19 need. You have<br>ne Item ID: 231-3-0046<br>Allocation Type<br>Direct Allocation   | e that describes what the psychologist's p<br>stated that this position will assist with in<br><u>Is this Item for the 20% Minimuim I</u>  | position will entail and how this expenditur<br>acreased social and emotional needs.  |
| Line Item Comment from KSDE<br>Please provide a comprehensive narrativ<br>will address a COVID-19 need. You have<br>ne Item ID: 231-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name   | e that describes what the psychologist's p<br>stated that this position will assist with in<br><u>Is this Item for the 20% Minimuim I</u><br>NO - this item is not marked for Learr  | position will entail and how this expenditur<br>acreased social and emotional needs.  |
| Line Item Comment from KSDE<br>Please provide a comprehensive narrativ<br>will address a COVID-19 need. You have<br>the Item ID: 231-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN CONTACT TRACING   | e that describes what the psychologist's p<br>stated that this position will assist with in<br><u>Is this Item for the 20% Minimuim I</u><br>NO - this item is not marked for Learr<br><u>Account Number</u>   | position will entail and how this expenditur<br>acreased social and emotional needs.  |
| Line Item Comment from KSDE Please provide a comprehensive narrativ will address a COVID-19 need. You have the Item ID: 231-3-0046 Allocation Type Direct Allocation Account Name ESSER 3-GEN CONTACT TRACING Function Code 2300 - Support Services (General   | e that describes what the psychologist's p<br>stated that this position will assist with in<br><u>Is this Item for the 20% Minimuim I</u><br>NO - this item is not marked for Learr<br><u>Account Number</u><br>07 E 2300 120 0100 003   | Dosition will entail and how this expenditure<br>acreased social and emotional needs.<br>Learning Loss Set Aside Expenditure<br>hing Loss Set Aside Expenditure<br>Allowable Use<br>5 - Procedures and systems to improve   |
| Line Item Comment from KSDE<br>Please provide a comprehensive narrative<br>will address a COVID-19 need. You have<br>the Item ID: 231-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN CONTACT TRACING<br>Function Code<br>2300 - Support Services (General<br>Administration)  | e that describes what the psychologist's p<br>stated that this position will assist with in<br><u>Is this Item for the 20% Minimuim I</u><br>NO - this item is not marked for Learr<br><u>Account Number</u><br>07 E 2300 120 0100 003<br><b>Object Code</b>   | Doosition will entail and how this expenditure         Increased social and emotional needs.         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         5 - Procedures and systems to improving LEA preparedness and response efformed and response ef |
| Line Item Comment from KSDE Please provide a comprehensive narrativ will address a COVID-19 need. You have the Item ID: 231-3-0046 Allocation Type Direct Allocation Account Name ESSER 3-GEN CONTACT TRACING Function Code 2300 - Support Services (General Administration) Please describe the expenditures with FOR THE FY22 SCHOOL YEAR THIS POSI  | e that describes what the psychologist's p<br>stated that this position will assist with in<br>Is this Item for the 20% Minimum I<br>NO - this item is not marked for Learr<br>Account Number<br>07 E 2300 120 0100 003<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will addre   | Description will entail and how this expenditure         Increased social and emotional needs.         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Description         Set Aside Expenditure         Set Aside Expenditure         Description         Set Aside Expenditure         Description         Set Aside Expenditure         Description         Set Aside Expenditure         Set Aside Expenditure         Description         Set Aside Expenditure  |
| Line Item Comment from KSDE Please provide a comprehensive narrative vill address a COVID-19 need. You have the Item ID: 231-3-0046 Allocation Type Direct Allocation Account Name ESSER 3-GEN CONTACT TRACING Function Code 2300 - Support Services (General Administration) Please describe the expenditures with FOR THE FY22 SCHOOL YEAR THIS POSIT FOP THE SPREAD OF THE PANDEMIC A                                   | e that describes what the psychologist's p<br>stated that this position will assist with in<br>Is this Item for the 20% Minimum I<br>NO - this item is not marked for Learr<br>Account Number<br>07 E 2300 120 0100 003<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will addre<br>TION SUPPORTED CONTACT TRACING FO  | Description will entail and how this expenditure         Increased social and emotional needs.         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Description         Set Aside Expenditure         Set Aside Expenditure         Description         Set Aside Expenditure         Description         Set Aside Expenditure         Description         Set Aside Expenditure         Set Aside Expenditure         Description         Set Aside Expenditure  |
| Line Item Comment from KSDE Please provide a comprehensive narrativ will address a COVID-19 need. You have the Item ID: 231-3-0046 Allocation Type Direct Allocation Account Name ESSER 3-GEN CONTACT TRACING Function Code 2300 - Support Services (General Administration) Please describe the expenditures with FOR THE FY22 SCHOOL YEAR THIS POSIT STOP THE SPREAD OF THE PANDEMIC A Budgeted Expenditures in SFY 2021 | e that describes what the psychologist's p<br>stated that this position will assist with in<br>Is this Item for the 20% Minimum I<br>NO - this item is not marked for Learr<br>Account Number<br>07 E 2300 120 0100 003<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will addre<br>TION SUPPORTED CONTACT TRACING FO<br>ND KEEP STAFF AND STUDENTS SAFE. TH         | Doosition will entail and how this expenditure         Increased social and emotional needs.         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Description         Set Aside Expenditure         Set Aside Expenditure         Description         Set Aside Expenditure         Description         Set Aside Expenditure         Set Aside Expenditur   |
| will address a COVID-19 need. You have<br>ne Item ID: 231-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN CONTACT TRACING<br>Function Code<br>2300 - Support Services (General<br>Administration)<br>Please describe the expenditures with<br>FOR THE FY22 SCHOOL YEAR THIS POSI   | e that describes what the psychologist's p<br>stated that this position will assist with in<br>Is this Item for the 20% Minimum I<br>NO - this item is not marked for Learr<br>Account Number<br>07 E 2300 120 0100 003<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will addre<br>TION SUPPORTED CONTACT TRACING FO<br>ND KEEP STAFF AND STUDENTS SAFE. THE<br>\$0 | Description will entail and how this expenditure         Increased social and emotional needs.         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Description         Set Aside Expenditure         Set Aside Expenditure         Description         Set Aside Expenditure         Description         Set Aside Expenditure         Description         Set Aside Expenditure         Set Aside Expenditure         Description         Set Aside Expenditure  |

\$47,010

Approved

**Total Expenditures** 

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |                           |  |
|--|---|---------------------------|--|
| True Up Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure<br><u>Account Number</u><br>07 E 2600 610 0100 003 |                           |  |
| Account Name   |   |                           |  |
| ESSER 3-GEN CUSTODIAL SUPPLIES   |   |                           |  |
| Function Code  | Object Code Allowable Use   |                           |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)   | 610 - General Supplies and Materials<br>clean LEA and school facilities.  |                           |  |
| Please describe the expenditures with  | in the account and how they will address  | s a COVID-19 need         |  |
|  | PPE- USED FOR PPE DISTRICTWIDE TO INC<br>EEP OUR SCHOOLS SAFE FOR OUR STAFF A   |                           |  |
|  |   |                           |  |
| Budgeted Expenditures in SFY 2021  | \$0   |                           |  |
| <b>5</b>   | \$0<br>\$46,000   |                           |  |
| Budgeted Expenditures in SFY 2022  | ·   |                           |  |
| Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024   | \$46,000  | <u>Status</u>             |  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023   | \$46,000<br>\$0   | <u>Status</u><br>Approved |  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024  | \$46,000<br>\$0<br>\$0  |                           |  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures  | \$46,000<br>\$0<br>\$0  | Approved                  |  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 231-3-0049<br>Allocation Type                                      | \$46,000<br>\$0<br><u>\$0</u><br>\$46,000   | Approved                  |  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 231-3-0049<br>Allocation Type<br>Direct Allocation                 | \$46,000<br>\$0<br>\$0<br>\$46,000<br><b>Is this Item for the 20% Minimuim Le</b>                                       | Approved                  |  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures  | \$46,000<br>\$0<br>\$0<br>\$46,000  | Approved                  |  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 231-3-0049<br>Allocation Type<br>Direct Allocation<br>Account Name | \$46,000<br>\$0<br>\$0<br>\$46,000  | Approved                  |  |

IN THE BEGINNING OF THE 21-22 SCHOOL YEAR THIS POSITION HELPED STUDENTS THAT WERE HOMEBOUND WITH COVID WITH EXTRA HELP NEEDED TO CONTINUE SCHOOL WHILL IN QUARANTINE. THIS STOPPED OCCURRING AS THE SCHOOL OPENED BACK UP. THIS IS WHY THE AMOUNT IS ONLY \$1033. THIS OCCURRED FROM NOVEMBER 2021- FEBRUARY 22 AND WAS AN EXTRA DUTY FOR HIGH SCHOOL SCHOOL TEACHERS FOR \$17..50/HR.

| \$0     |                       |
|---------|-----------------------|
| \$1,033 |                       |
| \$O     |                       |
| \$O     |                       |
| \$1,033 |                       |
|         | \$1,033<br>\$0<br>\$0 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |  |  |
|--|---|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name   | Account Number  |  |  |
| ESSER 3-GEN SOCIAL WORKER  | 07 E 2100 110 0100 019  |  |  |
| Function Code  | Object Code Allowable Use   |  |  |
| 2100 - Support Services (Students)   | 110 - Regular Certified Salaries10 - Providing mental health services<br>and supports.                        |  |  |
| Please describe the expenditures withi   | n the account and how they will add   | ress a COVID-19 need   |  |
| HIGH SCHOOL AND ONE AT MOONLIGH<br>STUDENT IS IN THE FOREFRONT DUE TO<br>SUPPORT OUR STUDENTS AND THEIR FA | IT ELEMENTARY. FOR THE LAST TWO YE<br>D COVID. THIS WILL HELP ADDRESS STU<br>AMILIES WORKING TOGETHER WITH TH | TRICT WIDE, ONE AT GARDNER EDGERTON<br>EARS SOCIAL EMOTIONAL HEALTH OF THE<br>JDENT NEEDS DUE TO THE PANDEMIC AND<br>E EDUCATIONAL TEAM. |  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |  |
| Budgeted Expenditures in SFY 2023  | \$167,090   |  |  |
| Budgeted Expenditures in SFY 2024  | \$0   | <u>Status</u>  |  |
| Total Expenditures   | \$167,090 Approved  |  |  |
| ne Item ID: 231-3-0052   |   |  |  |
| Allocation Type  | Is this Item for the 20% Minimuim   | Learning Loss Set Aside Expenditure  |  |
| Direct Allocation  | NO - this item is not marked for Lear   | rning Loss Set Aside Expenditure   |  |
| Account Name   | Account Number  |  |  |
| ESSER 3-GEN PREMIUM PAY  | 07 E 1000 110 0100 005  |  |  |
| Function Code  | Object Code   | Allowable Use  |  |
| 1000 - Instruction   | 110 - Regular Certified Salaries  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                             |  |
| Please describe the expenditures withi   | n the account and how they will add   | ress a COVID-19 need   |  |
| This includes retention incentive for 16 cl  | assroom teachers at \$1250 per year. Fo   | r the 2022-23 school year this would provide<br>trict has seen a 50% turnover in the past 2  |  |

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$20,141  |
| Budgeted Expenditures in SFY 2023 | \$570,073 |
| Budgeted Expenditures in SFY 2024 | \$0       |
| Total Expenditures                | \$590,214 |

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |  |
|---|--|--|--|
| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name  | Account Number   |  |  |
| ESSER 3-GEN MLE CERTIFIED   | 07 E 1000 110 0107 003   |  |  |
| Function Code   | Object Code Allowable Use  |  |  |
| 1000 - Instruction  | 110 - Regular Certified Salaries       12 - Addressing learning loss among students, including vulnerable populations.   |  |  |
| Please describe the expenditures with   | in the account and how they will addr  | ess a COVID-19 need  |  |
| THIS PROVIDES 1 ADDITIONAL READING<br>POSITION WILL HELP WITH STUDENTS T<br>IN READING AND MATH AT MOONLIGH   | HAT HAVE FALLEN BEHIND DURING CO   | VID AND ADRESSING THEIR LEARNING LOSS  |  |
| Budgeted Expenditures in SFY 2021   | \$0  |  |  |
| Budgeted Expenditures in SFY 2022   | \$4,236  |  |  |
| Budgeted Expenditures in SFY 2023   | \$57,150   |  |  |
| Budgeted Expenditures in SFY 2024   | \$0  | <u>Status</u>  |  |
| Total Expenditures  | \$61,386   | Approved   |  |
| Line Item ID: 231-3-0054  |  |  |  |
| Allocation Type   |  | Learning Loss Set Aside Expenditure  |  |
| Allocation Type<br>Direct Allocation  | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning  | •  |  |
|   |  | •  |  |
| Direct Allocation   | YES - this item is marked for Learning   | •  |  |
| Direct Allocation Account Name  | YES - this item is marked for Learning<br>Account Number   | •  |  |
| Direct Allocation Account Name Summer Kickstart   | YES - this item is marked for Learning<br><u>Account Number</u><br>07 E 1000 110 0100 008  | g Loss Set Aside Expenditure   |  |
| Direct Allocation<br>Account Name<br>Summer Kickstart<br>Function Code<br>1000 - Instruction  | YES - this item is marked for Learning<br><u>Account Number</u><br>07 E 1000 110 0100 008<br><u>Object Code</u><br>110 - Regular Certified Salaries  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |  |
| Direct Allocation Account Name Summer Kickstart Function Code 1000 - Instruction Please describe the expenditures with Summer Kickstart program in July to add  | YES - this item is marked for Learning<br>Account Number<br>07 E 1000 110 0100 008<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addr<br>ress learning loss in grades 1-8 and prep<br>ents and July 2023 the program will be e  | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ress a COVID-19 need         ps students for next grade level. 8 days 1/2 expanded to try to include more students. |  |
| Direct Allocation Account Name Summer Kickstart Function Code 1000 - Instruction Please describe the expenditures withit Summer Kickstart program in July to add time program. July 2022 served 200 stud  | YES - this item is marked for Learning<br>Account Number<br>07 E 1000 110 0100 008<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addr<br>ress learning loss in grades 1-8 and prep<br>ents and July 2023 the program will be e  | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ress a COVID-19 need         ps students for next grade level. 8 days 1/2 expanded to try to include more students. |  |
| Direct Allocation Account Name Summer Kickstart Function Code 1000 - Instruction Please describe the expenditures withit Summer Kickstart program in July to add time program. July 2022 served 200 stud This cost includes para support and any served                               | YES - this item is marked for Learning<br>Account Number<br>07 E 1000 110 0100 008<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addr<br>ress learning loss in grades 1-8 and prep<br>ents and July 2023 the program will be esupplies that are needed as well as payro               | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ress a COVID-19 need         ps students for next grade level. 8 days 1/2 expanded to try to include more students. |  |
| Direct Allocation Account Name Summer Kickstart Function Code 1000 - Instruction Please describe the expenditures withit Summer Kickstart program in July to add time program. July 2022 served 200 stud This cost includes para support and any se Budgeted Expenditures in SFY 2021 | YES - this item is marked for Learning<br>Account Number<br>07 E 1000 110 0100 008<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addr<br>tress learning loss in grades 1-8 and prep<br>ents and July 2023 the program will be end<br>supplies that are needed as well as payro<br>\$0 | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ress a COVID-19 need         ps students for next grade level. 8 days 1/2 expanded to try to include more students. |  |

\$51,070

Approved

**Total Expenditures** 

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |  |
|---|---|--|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |
| Account Name  | Account Number  |  |
| ESSER 3-GEN PREMIUM PAY   | 07 E 3100 120 0100 005  |  |
| Function Code   | Object Code Allowable Use   |  |
| 3100 - Food Service Operations  | 120 - Regular Non-Certified Salaries16 - Other activities necessary to<br>maintain LEA operations and ser<br>and employ existing LEA staff.                                     |  |
| Please describe the expenditures with   | in the account and how they will addre  | ss a COVID-19 need   |
| -   | for 49 food service classified staff districty<br>ervice staff districtwide retention incentive<br>s all payroll tax  |  |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$67,992  |  |
| Budgeted Expenditures in SFY 2023   | \$68,000  |  |
| Budgeted Expenditures in SFY 2024   | \$0   | <u>Status</u>  |
|   |   |  |
|   | \$122,335   | Approved   |
| ne Item ID: 231-3-0056<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u>  | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07 E 2600 220 0901 003   | earning Loss Set Aside Expenditure   |
| ine Item ID: 231-3-0056<br>Allocation Type<br>Direct Allocation   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07 E 2600 220 0901 003   | earning Loss Set Aside Expenditure   |
|   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number   | <u>earning Loss Set Aside Expenditure</u><br>ing Loss Set Aside Expenditure  |
| ine Item ID: 231-3-0056<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ERPAY TAX<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07 E 2600 220 0901 003<br>Object Code<br>220 - Social Security Contributions | <ul> <li>Learning Loss Set Aside Expenditure</li> <li>ing Loss Set Aside Expenditure</li> <li>Allowable Use</li> <li>16 - Other activities necessary to<br/>maintain LEA operations and services<br/>and employ existing LEA staff.</li> </ul>                     |
| ine Item ID: 231-3-0056<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ERPAY TAX<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures withing   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07 E 2600 220 0901 003<br>Object Code  | <ul> <li>Learning Loss Set Aside Expenditure</li> <li>ing Loss Set Aside Expenditure</li> <li>Allowable Use</li> <li>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.</li> <li>ss a COVID-19 need</li> </ul> |
| ne Item ID: 231-3-0056<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ERPAY TAX<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures withis<br>employer payroll taxes- additional custor  | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07 E 2600 220 0901 003<br>Object Code<br>220 - Social Security Contributions | <ul> <li>Learning Loss Set Aside Expenditure</li> <li>ing Loss Set Aside Expenditure</li> <li>Allowable Use</li> <li>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.</li> <li>ss a COVID-19 need</li> </ul> |
| ne Item ID: 231-3-0056<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ERPAY TAX<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures withis<br>employer payroll taxes- additional custor<br>Budgeted Expenditures in SFY 2021                                       | Is this Item for the 20% Minimum L<br>NO - this item is not marked for Learn<br>Account Number<br>07 E 2600 220 0901 003<br>Object Code<br>220 - Social Security Contributions  | <ul> <li>Learning Loss Set Aside Expenditure</li> <li>ing Loss Set Aside Expenditure</li> <li>Allowable Use</li> <li>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.</li> <li>ss a COVID-19 need</li> </ul> |
| ine Item ID: 231-3-0056<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ERPAY TAX<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures withing   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07 E 2600 220 0901 003<br>Object Code<br>220 - Social Security Contributions | <ul> <li>Learning Loss Set Aside Expenditure</li> <li>ing Loss Set Aside Expenditure</li> <li>Allowable Use</li> <li>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.</li> <li>ss a COVID-19 need</li> </ul> |
| ine Item ID: 231-3-0056<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER 3-GEN ERPAY TAX<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures withis<br>employer payroll taxes- additional custor<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07 E 2600 220 0901 003<br>Object Code<br>220 - Social Security Contributions | <ul> <li>Learning Loss Set Aside Expenditure</li> <li>ing Loss Set Aside Expenditure</li> <li>Allowable Use</li> <li>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.</li> <li>ss a COVID-19 need</li> </ul> |

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |  |  |
|---|---|--|--|
| True Up Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name  | Account Number  |  |  |
| ESSER 3-WELLNESS SUB PAY  | 07 E 1000 110 0100 019  |  |  |
| Function Code   | Object Code   | Allowable Use  |  |
| 1000 - Instruction  | 110 - Regular Certified Salaries  | 16 - Other activities necessary to   |  |
|   |   | maintain LEA operations and services<br>and employ existing LEA staff.   |  |
| Please describe the expenditures with   | -   |  |  |
| FY22 PROVIDED SUBSTITUTES FOR TIME<br>ALLOWING THE SCHOOL DAY TO CONT<br>OUR STAFF TO ALLOW THEM TO HAVE  | ES THAT CERTIFIED STAFF WAS OUT D<br>INUE FOR STUDENTS; FY23 THIS WILL<br>MENTAL HEALTH BREAKS DURING TH  |  |  |
| FY22 PROVIDED SUBSTITUTES FOR TIME<br>ALLOWING THE SCHOOL DAY TO CONT<br>OUR STAFF TO ALLOW THEM TO HAVE<br>BY OUR SURVEY THAT WAS DONE BY ST   | ES THAT CERTIFIED STAFF WAS OUT D<br>INUE FOR STUDENTS; FY23 THIS WILL<br>MENTAL HEALTH BREAKS DURING TH  | UE TO QUARANTINE WITH COVID19<br>- BE USED TO PROVIDE SUBSTITUTES TO ALL<br>IE YEAR DUE TO COVID 19. THIS IS SUPPORTED |  |
| FY22 PROVIDED SUBSTITUTES FOR TIME<br>ALLOWING THE SCHOOL DAY TO CONT<br>OUR STAFF TO ALLOW THEM TO HAVE<br>BY OUR SURVEY THAT WAS DONE BY ST<br>AL LPAYROLL TAX                                      | ES THAT CERTIFIED STAFF WAS OUT D<br>TINUE FOR STUDENTS; FY23 THIS WILL<br>MENTAL HEALTH BREAKS DURING TH<br>TAFF THAT THEY FEEL OVERWHELMED        | UE TO QUARANTINE WITH COVID19<br>- BE USED TO PROVIDE SUBSTITUTES TO ALL<br>IE YEAR DUE TO COVID 19. THIS IS SUPPORTED |  |
| FY22 PROVIDED SUBSTITUTES FOR TIME<br>ALLOWING THE SCHOOL DAY TO CONT<br>OUR STAFF TO ALLOW THEM TO HAVE<br>BY OUR SURVEY THAT WAS DONE BY ST<br>AL LPAYROLL TAX<br>Budgeted Expenditures in SFY 2021 | ES THAT CERTIFIED STAFF WAS OUT D<br>TINUE FOR STUDENTS; FY23 THIS WILL<br>MENTAL HEALTH BREAKS DURING TH<br>TAFF THAT THEY FEEL OVERWHELMED<br>\$0 | UE TO QUARANTINE WITH COVID19<br>- BE USED TO PROVIDE SUBSTITUTES TO ALL<br>IE YEAR DUE TO COVID 19. THIS IS SUPPORTED |  |

Approved

\$189,665

Line Item ID: 231-3-0058

**Total Expenditures** 

| Direct Allocation                     | NO - this item is not marked for Learning Loss Set Aside Expenditure                  |  |  |
|---------------------------------------|---|--|--|
| Account Name                          | Account Number  |  |  |
| ESSER 3-BEHAVIOR SPECIALIST           | 07 E 2100 110 0100 000  |  |  |
| Function Code                         | Object Code Allowable Use   |  |  |
| 2100 - Support Services (Students)    | 110 - Regular Certified Salaries10 - Providing mental health service<br>and supports. |  |  |
| Please describe the expenditures with | in the account and how they will addr   | ess a COVID-19 need  |  |
| MENTAL HEALTH ISSUES DISTRICTWIDE     | . this includes payroll tax and benefits.   |  |  |
| Budgeted Expenditures in SFY 2021     | \$0   |  |  |
| Budgeted Expenditures in SFY 2022     | \$0   |  |  |
| Budgeted Expenditures in SFY 2023     | \$87,480  |  |  |
| Budgeted Expenditures in SFY 2024     | \$0   | <u>Status</u>  |  |
| Total Expenditures                    | \$87,480  | Approved   |  |
| ne Item ID: 231-3-0059                |   |  |  |
| Allocation Type                       | Is this Item for the 20% Minimuim   | Learning Loss Set Aside Expenditure  |  |
| True Up Allocation                    | NO - this item is not marked for Lear   | ning Loss Set Aside Expenditure  |  |
| Account Name                          | Account Number  |  |  |
| ESSER 3-PREMIUM PAY                   | 07 E 2100 110 0100 005  |  |  |
| Function Code                         | Object Code   | Allowable Use  |  |
| 2100 - Support Services (Students)    | 110 - Regular Certified Salaries  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |
|                                       |   |  |  |
| Vease describe the expenditures with  | in the account and how they will addr   | ess a COVID-19 need  |  |

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$18,520 |
| Budgeted Expenditures in SFY 2023 | \$70,500 |
| Budgeted Expenditures in SFY 2024 | \$0      |
| Total Expenditures                | \$89,020 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| <u>Allocation Type</u><br>Direct Allocation   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |   |  |  |
|---|---|---|--|--|
| Account Name<br>ESSER 3-JOCO CO-RESPONDER   | Account Number<br>07 E 2100 300 0100 000  |   |  |  |
| Function Code   | Object Code   | Allowable Use                                       |  |  |
| 2100 - Support Services (Students)  | 300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES  | 10 - Providing mental health services and supports. |  |  |
| Please describe the expenditures with   | in the account and how they will addres   | s a COVID-19 need                                   |  |  |
| Please describe the expenditures within the account and how they will address a COVID-19 need<br>PARTNERSHIP WITH JOHSNON COUTNY MENTAL HEALTH TO PROVIDE 1 CO-RESPONDER TO PROVIDE ASSITANCE WITH<br>STUDENT MENTAL HEALTH CRISIS. OUR SURVEY RESULTS HAD HIGH RESPOSNSE FOR THE NEED OF MENTAL HEALTH<br>SUPPORTS AND PARTICIAPTION IN JOHNOSN COUNTY ZERO REASONS WHY CAMPAIGN |   |   |  |  |
| Budgeted Expenditures in SFY 2021   | Budgeted Expenditures in SFY 2021 \$0   |   |  |  |
| Budgeted Expenditures in SFY 2022   | \$0   |   |  |  |

| Budgeted Expenditures in SFY 2022 | \$U      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2023 | \$55,000 |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| Total Expenditures                | \$55,000 | Approved      |
|                                   |          |               |

#### <u>Status</u> 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>                          | Mail Address                     |
|---------------------|---|----------------------------------|
| Twin Valley         | 107 N. Nelson, Bennington, KS 674220038 | Box 38, Bennington, KS 674220038 |
|                     |   |                                  |
| Superintendent Name | Superintendent E-mail Address           | Superintendent Phone Number      |

# **Authorized Representative of the District Information**

| <u>Name</u> | Position of Title | E-mail Address    | <u>Phone Number</u> |
|-------------|-------------------|-------------------|---------------------|
| Pam Irwin   | Superintendent    | pirwin@usd240.org | (785) 488-3325      |

# Plan for Safe Return

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

https://coredocs.s3.amazonaws.com/documents/asset/uploaded\_file/2962/USD240/2615409/COVID\_Operational\_Guidelines\_July\_2022.p df

# **Use of Funds for CDC Guidance**

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

In addition to the mask and stay-at-home protocols we have in place as a district, we have hand sanitizing dispensers throughout each building, and have students and teachers use hand sanitizer in the classroom multiple times throughout the day. Sanitizing wipes are also used throughout the day in rooms where students share desks.

Our building custodians clean and sanitize all rooms in the building throughout the day, as well as using fog machines 3 times a week at the end of the day.

# **Stakeholder Engagement**

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

#### Students

Over the past 2 years, building and district administration has met with different student groups (student council members and students selected from each grade level) multiple times to discuss ESSER funds, share the district plan for the use of these funds, and to solicit student feedback. There were also students

who participated in the online community surveys, which were open to any student who wanted to respond. These surveys were sent out via text message and email and posted on the district and building Facebook pages.

Students shared they wanted tutoring opportunities and additional field trip/experiential learning opportunities. ESSER II funds were used to sponsor both summer school/credit recovery options as well as an online tutoring program with college students.

#### Families

The district conducted multiple Facebook live sessions in the during the 20-21 school year as well as the 21-22 school year. Each time, ESSER plans were shared and questions were reviewed to solicit feedback from participants. An online survey was developed and sent to parents/families of current students, as well as posted on the district Facebook page for patrons to access.

We received 63 responses representing approximately 130 students in Twin Valley. Grade level representation data included 16% for Prek, 64.5% for K-6, 25.8% for MS/JH, and 43.5% for HS. Race representation included White, Hispanic/Latino, Asian, American Indian, and Black or African American. Participants also marked whether they were representing a student with disabilities, a student identified as EL, or foster care.

Participants marked the following when asked what they wanted to see considered for the use of the ESSER III funds:

summer learning programs - 33.9%

after school tutoring - 48.4%

additional personnel for academic intervention - 48.4%

additional behavioral support - 48.4%

additional instructional materials - 41.9%

expanded social emotional programs and mental health supports - 59.7%

additional technology - 32.3%

more teacher professional development - 46.8%

purchasing additional cleaning supplies - 14.5%

Additional comments included the need to expand our summer school offerings and have additional staff to not have to combine grade levels.

With a combination of ESSER II and ESSER III funds, all of these items have been or will be addressed.

# School and District Administrators including Special Education Administration

All administrators (4) had a hand in developing the ESSER III plan, thus there was approval of the plan. The district also collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. They've taken an active role in the process. The three building administrators have contributed their thoughts and ideas as well as expressing the needs of the teachers and students as we expand these funds including consideration for our special population groups. The administration felt the following should have a focus in our ESSER III plan: At-Risk Student Supports, Math intervention personnel, summer school programming, and social emotional curricular resources. These are all items written into the budget for both ESSER II and ESSER III.

In order to meet the demand of increased professional development for staff, our plan includes the hiring of a curriculum director/instructional support position. This position has been instrumental in facilitating discussions around data and how to meet the demands of the learning loss we experienced as a result of the pandemic.

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

The school district worked directly with our teachers in site council meetings and ESSER specific staff meetings. We also provided two surveys (open to all respondents) to address funding needs, look at subgroups, and ensure ESSER funds were meeting the needs of students, community, and staff. Due to

the extreme challenge of keeping trained staff members and support staff during the Pandemic, there was unanimous support for premium retention payments to maintain the operations of the school district. Retention payments were part of our teacher agreement for the 21-22 school year, as well as issuing a winter retention bonus in both December of 2021 and December 2022.

District administration and Board of Education members met with representatives from the teachers' union to discuss how ESSER funds could be spent, and then met again when decisions were made regarding the use of ESSER funds for additional positions and for premium pay to ensure the union was in favor of these expenditures.

Staff also requested resources that provide a deeper level of understanding regarding student gaps in learning. The Fastbridge screener was purchased and is supported through the use of ESSER II and ESSER III funds, as well as support staff to provide both teacher support and student interventions.

#### Tribes

No tribal land within the district.

Parents/families were surveyed. We have 1 person identify as affiliated with a Native American tribe. This person marked the following categories as "very important" on the ESSER III expenditure survey: summer learning opportunities, after school tutoring, additional staff for supporting both behavior and academics, new instructional materials to address learning loss and gaps, expanded social/emotional learning and mental health supports, additional technology, additional teacher professional development and additional cleaning supplies.

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

We have contacted Kansas Action for Children for information. Recommendations shared by a KAC representative include: expanding early childhood experiences and improved childcare and expanding/reviewing family support for nutrition. The district Superintendent is working with the community to expand childcare offerings in the district through the Bennington Childcare Facility committee. A nonprofit has been developed to oversee this work. Although this is not an ESSER III expense, it is being supported by the district through both general fund dollars and land distribution for the childcare facility.

USD 240 has been working with our food service management company to explore ways to expand what we offer students, with a 2nd chance breakfast being considered for implementation in the 2nd semester. We also provide a food backpack program for students who need food for the weekend.

Again, these are not supported through ESSER funds, but are being provided in other ways.

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

For the survey conducted, the following stakeholders were represented:

Students with disabilities - 10 responses

English Learners - 4 responses

Students experiencing homelessness - 6 responses of a possible 32 (We have 32 students who qualify through the homeless definition and McKinney Vento. The 6 responses collected represent were from 3 guardians who represent multiple children.) Students in foster care - 1 response (We currently have 3 students in foster care, and the one response represents 2 of the 3 children.)

Migratory students - 0 responses (We currently do not have students who fit the category of migratory.) incarcerated students - 0 responses (We currently do not have students who are incarcerated in our district.)

Of those who marked they represented students with disabilities, additional behavioral support and interventions, additional academic interventions, and expanding social/emotional learning and mental health services were the highest priority. Of those who marked they represent homeless students, additional learning opportunities, additional personnel for academic and behavior supports, additional resources and technology, and additional cleaning supplies were all high priorities. Of those who marked they represented EL students, after school tutoring, summer school, and intervention programs were marked as the highest priority.

Additional professional development for staff was also marked as a high priority by those representing students with disabilities and those identified as EL.

From the person who marked they represented a student in foster care, additional learning opportunities, additional personnel for academic and behavior supports, additional resources and technology, and additional cleaning supplies were all high priorities.

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

Patrons had the opportunity to respond to the survey shared through Facebook, as well as communicate their needs/concerns through the many Facebook Live sessions provided by administration. The survey included 63 responses representing over 140 students, and each Facebook live was attended by 30-50 stakeholders. Through our many communications, the following programs/interventions were supported as priorities for ESSER funds: summer learning programs after school tutoring additional personnel for academic intervention additional behavioral support additional instructional materials expanded social emotional programs and mental health supports additional technology more teacher professional development purchasing additional cleaning supplies

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

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population. Data has been reviewed over the past 2 years to determine areas of needed growth and areas of impact as a result of the pandemic. NWEA MAP data was used to compare both pre-pandemic and post-pandemic scores, as well as Kansas Assessments.

We saw a drop in growth areas at all levels, both elementary and secondary, in NWEA MAP scores for both reading and math. Kansas Assessment scores have also shown a decline since pre-pandemic, increasing our level 1s and 2s versus a decline in levels 3 and 4.

With our small subgroups, aggregate data was reviewed by grade level and free/reduced, but not by other demographics. Building principals and teachers reviewed individual student data for learning loss and gaps in understanding. We've implemented the Fastbridge screener in both the 21-22 and the 22-23 school years. This data is showing a gap in reading at the 2nd grade level that could have a direct tie to a reduced understanding of phonemic awareness. This group of students participated in Kindergarten wearing masks, which made it very difficult to address phonemic awareness. We are having to backtrack to reteach those skills as we see the gaps in grade levels not seen prior to the pandemic.

The other area in which we are working to address are behavioral issues. By hiring additional student support staff, we are able to provide both individual student supports, but also classroom instruction on areas such as perseverance and goal-setting. Our social emotional learning program provides a structured approach to ensure students have tools in their toolbox to address different needs as they arise, at all levels of education from PreK-12.

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

ESSER III funds have allowed us to continue several of the initiatives stared through ESSER II programs. ESSER III funds will support additional years of support staff salaries for both behavior supports and academic supports specifically in the area of math. Our 20% set aside is \$142,400. The salaries for two student support staff providing social emotional and behavior supports, as well as our elementary math specialist and elementary math aid are well above this amount. Our Elementary Math specialist is using Bridges to Mathematics as an intervention tool during Multi-Tiered System of Supports (MTSS) scheduled time with both tier 2 and tier 3 students. Our Title Reading teacher is using the 95% Group lesson libraries as both a tier 2 and tier 3 support. Fastbridge interventions are also used as tier 2 and 3 interventions. Moby Max is also being utilized as a tiered intervention support in the area of math at the elementary level.

The Character Strong program is being utilized PreK-12 as our tier 1 social emotional learning program. In addition to the use of this program, the student support services team provides tier 2 and 3 supports to students in need through check-in/check-out processes.

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

In addition to the areas being addressed that focus on learning loss in math and reading, USD 240 is also using the ESSER III funds to support the purchase of a social emotional learning resource, Character Strong. This program is being used as a tier 1 program at all levels PreK-12, with the student support services staff providing lessons to each class and classroom teachers providing follow-up support between lessons.

In addition to the social emotional learning program, ESSER III funds are being used to provide premium pay/retention pay for ALL staff, both classified and certified, to pay the salary of a curriculum director/instructional support position, and an additional nurse who is instrumental in our COVID testing protocols.

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

USD 240 administration and teachers review both academic and behavior data monthly and quarterly to ensure all students are getting what they need. We use Fastbridge screener data to show impact, as well as Kansas Assessment and NWEA MAP data to show more long-term progress. Our goal is to have fewer students in tier 2 and 3 categories in Fastbridge, as well as having more students score in the levels 3 and 4 on the Kansas Assessments and showing appropriate growth on the MAP assessment.

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$702,265                | \$0                | \$702,265               | ESSER III Allocations | \$140,453   |
| Approved Total        | \$482,790                | \$0                | \$482,790               | Approved Total        | \$147,000   |
| Amount Left           | \$219,475                | \$0                | \$219,475               | Amount Still Needed   | \$0         |
| In Review Total       | \$219,475                | \$0                | \$219,475               | In Review Total       | \$78,475    |
| Amount Left           | \$0                      | \$0                | \$0                     | Amount Still Needed   | \$0         |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 240-3-0013 | Direct             | False            | 1000             | 110            | 12               | \$141,000          | Task Force Review |
| 240-3-0014 | Direct             | True             | 1000             | 610            | 12               | \$35,075           | Task Force Review |
| 240-3-0015 | Direct             | True             | 1000             | 110            | 12               | \$43,400           | Task Force Review |
| 240-3-0001 | Direct             | False            | 1000             | 110            | 11B              | \$68,000           | Approved          |
| 240-3-0002 | Direct             | True             | 1000             | 110            | 12               | \$144,000          | Approved          |
| 240-3-0003 | Direct             | False            | 1000             | 110            | 10               | \$66,000           | Approved          |
| 240-3-0006 | Direct             | False            | 1000             | 100            | 16               | \$128,200          | Approved          |
| 240-3-0007 | Direct             | True             | 1000             | 650            | 12               | \$3,000            | Approved          |
| 240-3-0009 | Direct             | False            | 1000             | 650            | 9                | \$26,160           | Approved          |
| 240-3-0010 | Direct             | False            | 2300             | 300            | 16               | \$22,500           | Approved          |
| 240-3-0011 | Direct             | False            | 1000             | 610            | 16               | \$18,900           | Approved          |
| 240-3-0012 | Direct             | False            | 1000             | 650            | 9                | \$6,030            | Approved          |

# Line Item Details

| Allocation Type    | <u>Is this Item for the 20% Minimuim</u> | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |  |  |
|--------------------|--|---|--|--|--|
| Direct Allocation  | NO - this item is not marked for Lea     | NO - this item is not marked for Learning Loss Set Aside Expenditure                  |  |  |  |
| Account Name       | Account Number                           |   |  |  |  |
| Certified Salaries | 73-1000-110-0-00                         | 73-1000-110-0-00  |  |  |  |
| Function Code      | Object Code                              | Allowable Use   |  |  |  |
| 1000 - Instruction | 110 - Regular Certified Salaries         | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |  |

Personnel - Instructional Coaching and Staff Support - Director of Curriculum and Instructional Support (22-23, 23-24) The Director position was added this year as we are moving to a new learning management system. This platform does not include resources, so our teachers are writing curriculum and instructional resources to use in the new management system. The Director is facilitating this work for all secondary grade levels, 7-12, in all content areas, as well as for science and social studies for K-6. In addition, this staff member is also providing instructional supports to not only new staff, but to veteran staff as we are working with academic gaps on a larger scale than we have in the past. He is working in an instructional coaching capacity, observing and providing feedback, modeling, and assisting with data analysis to determine academic needs for all students. Training teachers and administration on how to utilize the Fastbridge system for data and intervention/instructional guidance, is also a large focus of the position.

The Director has spent a great deal of time working in our higher poverty building collaborating/training teachers teaching students who fall into the high poverty category. He also attends IEP meetings to ensure learning loss is being addressed with our SPED population.

As the curriculum work is being done, we are analyzing data to determine whether the gaps in learning are from an instructional method angle or are a curriculum and resource problem. We are working to ensure we are closing the gaps that have occurred from students being out of the classroom for weeks at a time, or from issues created while students were wearing masks or social distancing. It will take us multiple years to recover from some of the issues created during the pandemic.

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$0       |
| Budgeted Expenditures in SFY 2023 | \$70,500  |
| Budgeted Expenditures in SFY 2024 | \$70,500  |
| Total Expenditures                | \$141,000 |

| <u>Status</u>     |  |
|-------------------|--|
| Task Force Review |  |

| Account Number<br>73-1000-610-0-00<br>Object Code Allowable Use |  |  |
|---|--|--|
| Allowable Use 12 - Addressing learning loss among               |  |  |
| students, including vulnerable populations.                     |  |  |
|   |  |  |

Resources for Tiered Supports and Instructional Classroom Materials

As we continue to explore methods to address learning loss, one area of need is teacher resources. These funds are set aside to purchase manipulatives, hands-on resources, and programs to address learning loss in both reading and math. Specific intervention resources have and will be purchased that target the needs identified through the Fastbridge screener, as well as the diagnostic assessments administered.

| Budgeted Expenditures in SFY 2021 | \$0      |                   |
|-----------------------------------|----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$O      |                   |
| Budgeted Expenditures in SFY 2023 | \$23,000 |                   |
| Budgeted Expenditures in SFY 2024 | \$12,075 | <u>Status</u>     |
| Total Expenditures                | \$35,075 | Task Force Review |
|                                   |          |                   |
| Line Item ID: 240-3-0015          |          |                   |

| Allocation Type<br>Direct Allocation             | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |                                     |  |  |
|--|--|-------------------------------------|--|--|
| Account Name                                     | Account Number   |                                     |  |  |
| Class Reduction Teacher to address learning loss | 73-1000-110-0-00   |                                     |  |  |
| Function Code                                    | Object Code  | Allowable Use                       |  |  |
| 1000 - Instruction                               | 110 - Regular Certified Salaries   | 12 - Addressing learning loss among |  |  |

The incoming 3rd grade class for the 23-24 school year has significant academic and behavior needs that can be tied directly to the pandemic. This class missed crucial phonemic awareness and reading skills due to significant loss of face-to-face instruction and wearing masks when in school. In addition to academic gaps, we are also seeing an increase in behaviors with this group of students compared to other classes. This group of students did not have the opportunity to socialize as kindergarten students because of the 6 foot rule and wearing masks, so they are missing the ability to see social cues of their peers. This has caused significant behavior problems.

We will hire an additional teacher for this specific grade level, splitting the class into 3rds rather than our typical 2 classes per grade level. By reducing the class sizes, we will change our approach to more of a small group instruction approach throughout the day. Students will be in classes of 10-12 rather than 17-19. This will allow our teachers to meet more easily in groups of 3-4 students multiple times a day to more effectively meet their individual learning and social-emotional needs.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$0      |
| Budgeted Expenditures in SFY 2024 | \$43,400 |
| Total Expenditures                | \$43,400 |

| <u>Status</u>     |  |
|-------------------|--|
| Task Force Review |  |

students, including vulnerable

populations.

| Allocation Type    | Is this Item for the 20% Minimuim     | Learning Loss Set Aside Expenditure                                  |  |
|--------------------|---------------------------------------|--|--|
| Direct Allocation  | NO - this item is not marked for Lear | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
| Account Name       | Account Number                        |  |  |
| Certified Salaries | 73-1000-110-0-00                      |  |  |
| Function Code      | Object Code                           | Allowable Use  |  |
| 1000 - Instruction | 110 - Regular Certified Salaries      | 11B - Planning and implementing supplemental after-school programs.  |  |

Summer School to address learning loss due to the pandemic. This includes students with disabilities, tier 2 and 3 students, and EL students.

The Summer School program is for not only identified students who need additional supports, but any student interested in attending the program. We provide this learning opportunity for 2 weeks in both June and July. A director is employed who organizes activities and schedules for students and staff involved. In addition to the director, we employ 6 certified staff and 3 classified staff, as well as bus drivers, for our summer program. Each day, students participate in both math and reading intervention sessions focusing on their individual needs based on end-of-year Fastbridge data and KAP data, as well as enrichment activities to expand their thinking and problem-solving skills and social emotional skills. For our SEL lessons, the Character Strong program is utilized which reinforces the SE lessons conducted during the school year. The 95% Group Lesson libraries are utilized as one of the reading intervention tools, and specific math resources are utilized for math interventions. Another resource being used with primary students is the Heggerty program for phonemic awareness. We also utilize the intervention program available from Heggerty.

General education, identified SPED and EL students are allowed to attend, with appropriate supports in place to meet their individual needs. The use of the classified staff was dependent on the needs of the attending students each day, with the director and certified staff planning appropriately to meet those needs.

In order to maximize the staff available, we combined our summer program from Tescott and Bennington into one site, and provided transportation to all students to ensure we are able to get the students who need the support to attend. Our program runs from 8-2 with lunch provided each day Monday - Thursday. Because of the distance in transportation, we had to add an additional route to keep all students on school transportation for less than 1 hour.

Although we were in-person each day during the pandemic, our learning loss can be linked to mask use at the primary level as well as attendance issues. We had students that were in a quarantine situation for up to a month at a time during the 2020 -21 and 2021-22 school years, attending remotely. We know that our primary students struggle with phonemic awareness and listening and speaking skills due to not seeing the face of the teacher. So some of the time is being used for filling gaps created by attendance issues, and some are gaps identified and tied to other issues seen during the pandemic. Our social emotional lessons are also tied to collaboration and students working together, as that was also something that was limited due to social-distancing. We are doing these same things in the classroom during the regular school year, however some students need more time and practice than others.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$38,000 |
| Budgeted Expenditures in SFY 2024 | \$30,000 |
| Total Expenditures                | \$68,000 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |
|               |  |  |

| Allocation Type<br>Direct Allocation |   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |
|--------------------------------------|---|--|--|
| Account Name<br>Certified Salaries   | <u>Account Number</u><br>73-1000-110-0-00 |  |  |
| Function Code                        | Object Code                               | Allowable Use  |  |
| 1000 - Instruction                   | 110 - Regular Certified Salaries          | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |  |

Personnel - Elem Math Specialist, Elem Math Aid (21-22, 22-23, 23-24)

The Elem Math Specialist and Math Aid will provide Tier 2 and Tier 3 instruction for grades K-6 in two buildings, one in Bennington and one in Tescott. The Math Specialist will be working with students who are 1 or more grade levels below in math skills. Utilizing Fastbridge data, the Math Specialist serves as the foundation of our elementary MTSS structure. Classroom teachers are also a piece of the MTSS puzzle. The Math Specialist will provide instructional supports to classroom teachers as they work to close the learning gap for all students. The Math Specialist will not only train the Math Aid in the use of intervention materials purchased through ESSER funds, but also train classroom teachers to utilize these materials in the classroom during small group instruction.

Our data shows that we have gaps in learning that are directly related to the pandemic and times students were not in the classroom during the pandemic years.

<u>Status</u> Approved

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$40,000  |
| Budgeted Expenditures in SFY 2023 | \$52,000  |
| Budgeted Expenditures in SFY 2024 | \$52,000  |
| Total Expenditures                | \$144,000 |

| Allocation Type    | Is this Item for the 20% Minimuim    | Learning Loss Set Aside Expenditure                                  |  |
|--------------------|--------------------------------------|--|--|
| Direct Allocation  | NO - this item is not marked for Lea | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
| Account Name       | Account Number                       |  |  |
| Certified Salaries | 73-1000-110-0-00                     |  |  |
| Function Code      | Object Code                          | Allowable Use  |  |
| 1000 - Instruction | 110 - Regular Certified Salaries     | 10 - Providing mental health services and supports.                  |  |

Personnel - Year 3 of Student Support Positions (23-24)

We have hired 2 student support positions through ESSER funds. One of those positions is now partially funded through another grant source. The ESSER 3 funds are to pay for 1 full time student support specialist and a portion of a salary for a 2nd position. We implemented these positions in 21-22 and 22-23 using ESSER II funds. ESSER 3 funds will get us a 3rd year of these positions.

During the pandemic and since, we have seen an increase in student behaviors. The student support specialists are instrumental in dealing with student behaviors throughout the day. In addition, they are also responsible for not only teaching our social-emotional learning curriculum and planning follow-up lessons to be used by classroom teachers PreK-12.

| Budgeted Expenditures in SFY 2021 | \$O      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$O      |               |
| Budgeted Expenditures in SFY 2023 | \$O      |               |
| Budgeted Expenditures in SFY 2024 | \$66,000 | <u>Status</u> |
| <br>Total Expenditures            | \$66,000 | Approved      |
| Total Expenditures                | \$66,000 | Approved      |
| 1 IN 15 242 2 2225                |          |               |

| Direct Allocation   | NO - this item is not marked for Learr   | ning Loss Set Aside Expenditure  |  |
|---|--|--|--|
| Account Name  | Account Number   |  |  |
| Certified Salaries  | 73-1000-110-0-00   |  |  |
| Function Code   | Object Code  | Allowable Use  |  |
| 1000 - Instruction  | 100 - Personal Services - Salaries   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |
| Please describe the expendito<br>Premium Pay  | ures within the account and how they will addre  |  |  |
| Premium Pay has been adminis<br>stipend was issued during the a                                     | stered to all staff, both certified and classified, for b<br>21-22 school year for retention to keep staff and to<br>into our plan to provide retention/premium pay to | hire new staff in hard to fill positions. In   |  |
| Premium Pay has been adminis<br>stipend was issued during the a<br>addition, premium pay is built i | 21-22 school year for retention to keep staff and to<br>into our plan to provide retention/premium pay to<br>eaning protocols we started during the 20-21 scho         | hire new staff in hard to fill positions. In<br>employees who are all doing extra duty as                    |  |

| Budgeted Expenditures in SFY 2022 | \$93,200  |               |  |
|-----------------------------------|-----------|---------------|--|
| Budgeted Expenditures in SFY 2023 | \$15,000  |               |  |
| Budgeted Expenditures in SFY 2024 | \$20,000  | <u>Status</u> |  |
| Total Expenditures                | \$128,200 | Approved      |  |
| •                                 |           |               |  |
| Line Item ID: 240-3-0007          |           |               |  |

| Allocation Type<br>Direct Allocation | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I | -   |
|--------------------------------------|---|---|
| Account Name                         | Account Number  |   |
| Technology                           | 73-1000-650-0-00  |   |
| Function Code                        | Object Code   | Allowable Use   |
| 1000 - Instruction                   | 650 - Supplies-Technology Related   | 12 - Addressing learning loss among students, including vulnerable populations. |

#### Fastbridge Screener - FY24 contract

Prior to the pandemic, the district was using NWEA MAP and Kansas Assessment data as the means to determine what learning gaps to work on during MTSS and small group instruction time. Through the implementation of the Fastbridge screener, we have the ability to address gaps in learning at a more granular level, as well as knowing which students require additional diagnostics to have a clearer picture of their individual learning needs.

This tool is utilized for all grade levels K-12 in reading, math and social-emotional/behaviors.

The screener assessments administered will allow us to pinpoint gaps in learning that have a direct tie to the 20-21 and 21-22 school years where students were missing instruction and intervention time due to quarantines.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0     |               |
| Budgeted Expenditures in SFY 2023 | \$0     |               |
| Budgeted Expenditures in SFY 2024 | \$3,000 | <u>Status</u> |
| <br>Total Expenditures            | \$3,000 | Approved      |
|                                   |         |               |
| Line Item ID: 240-3-0009          |         |               |

| Allocation Type    | <u>Is this Item for the 20% Minimuim L</u> | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |  |  |  |
|--------------------|--|--|--|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learn     | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |  |  |  |
| Account Name       | Account Number                             | Account Number   |  |  |  |  |
| Technology         | 73-1000-650-0-00                           | 73-1000-650-0-00   |  |  |  |  |
| Function Code      | Object Code                                | Allowable Use  |  |  |  |  |
| 1000 - Instruction | 650 - Supplies-Technology Related          | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students. |  |  |  |  |

New website to increase communication with parents and families

Communication with parents and families continues to be both a struggle and a goal in USD 240. During the pandemic, this became even more apparent as we work to find what communication methods work best for each family. Some parents/families utilize the building and district social media, while others prefer an email with information needed.

The new website provides both updated information in a static format, but also a messenger tool that allows us to share information with parents/families through email, text or voice mail. In addition, this new platform allows us to share information quickly as it connects the website, the messenger, and different social media platforms in one place for a staff member to update. Staff only needs to put the information in one place and hit send to get it to parents/families in a variety of ways.

The ESSER funds will allow us to not only get the set up and training needed to utilize the system, but to also pay for the first 2 years of use before general fund dollars need to be spent.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$17,160 |
| Budgeted Expenditures in SFY 2023 | \$4,500  |
| Budgeted Expenditures in SFY 2024 | \$4,500  |
| Total Expenditures                | \$26,160 |

| <u>Status</u> |  |
|---------------|--|
| Approved      |  |

| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure                                |  |  |  |  |
|---|---|--|--|--|--|
| Account Name  | Account Number  |  |  |  |  |
| Purchased Professional Services   | 73-2300-300-0-00  |  |  |  |  |
| Function Code   | Object Code   | Allowable Use  |  |  |  |
| 2300 - Support Services (General  | 300 - PURCHASED PROFESSIONAL  | 16 - Other activities necessary to                                     |  |  |  |
| Administration)   | AND TECHNICAL SERVICES  | maintain LEA operations and services<br>and employ existing LEA staff. |  |  |  |
|   | in the account and how they will add  | and employ existing LEA staff.   |  |  |  |
| Administration) Please describe the expenditures with   | in the account and how they will add  | and employ existing LEA staff.   |  |  |  |
| Administration)<br><b>Please describe the expenditures with</b><br>Federal Audit only needed as a requirem  | in the account and how they will add<br>ent due to increase in federal funds thro                   | and employ existing LEA staff.   |  |  |  |
| Administration)<br>Please describe the expenditures with<br>Federal Audit only needed as a requirem<br>Budgeted Expenditures in SFY 2021                                      | in the account and how they will add<br>ent due to increase in federal funds thro<br>\$0            | and employ existing LEA staff.   |  |  |  |
| Administration)<br>Please describe the expenditures with<br>Federal Audit only needed as a requirem<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | in the account and how they will add<br>ent due to increase in federal funds thro<br>\$0<br>\$7,500 | and employ existing LEA staff.   |  |  |  |

| Allocation Type<br>Direct Allocation |  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |  |  |
|--------------------------------------|--|---|--|--|--|--|
| Account Name                         | Account Number   |   |  |  |  |  |
| Supplies Function Code               | 73-1000-610-0-00<br><b>Object Code</b>   | 73-1000-610-0-00 Object Code Allowable Use  |  |  |  |  |
| 1000 - Instruction                   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |   |  |  |  |  |

Social Emotional Curriculum - Character Strong program used for grades PreK-12.

USD 240 has been monitoring our data regarding behaviors for several years, and we've seen an increase in student behaviors across the board from PreK to our secondary grades.

The Character Strong program is a program designed to address many character traits seen as valuable tools for students both in and out of the school setting. The program provides 40-60 minute lessons that can be delivered 2-3 times a week or as a supplement used as follow-up to full lessons. Our Student Support Specialists utilize the Character Strong program for bi-monthly lessons for all grade levels K-12, and our classroom teachers utilize the resource for follow-up sessions conducted at the classroom level to support the student support specialists. In addition, there are parent communication tools provided in the program that are shared monthly and quarterly to reinforce the lessons and topics.

Sample character topics include perseverance, honesty, grit, belonging, just to name a few.

The resource requires an online subscription to have access to the lessons, worksheets, videos and instructional resources. We also had to pay a set up fee with the initial purchase. The cost outlined covers the initial set up fee and 2 additional years of purchase.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$10,500 |               |
| Budgeted Expenditures in SFY 2023 | \$4,200  |               |
| Budgeted Expenditures in SFY 2024 | \$4,200  | <u>Status</u> |
| Total Expenditures                | \$18,900 | Approved      |
|                                   |          |               |

| Allocation Type    | Is this Item for the 20% Minimuim L    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |  |  |  |
|--------------------|--|--|--|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learn | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |  |  |  |
| Account Name       | Account Number                         | Account Number   |  |  |  |  |
| Technology         | 73-1000-650-0-00                       | 73-1000-650-0-00   |  |  |  |  |
| Function Code      | Object Code                            | Object Code Allowable Use  |  |  |  |  |
| 1000 - Instruction | 650 - Supplies-Technology Related      | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students. |  |  |  |  |

iPads and Laptops for classroom and at-home use

Prior to the pandemic, we had in-class use of iPads and laptops, but we were not 1:1. We purchased some technology through initial SPARKS funds provided through Ottawa County, but did not have enough to cover all of our primary students. The additional iPad purchase ensures we have enough devices for all students so we are not sharing devices. Devices can also go home with students during quarantine situations to ensure students stay connected to the learning that is occurring in the classroom each day.

The laptop(s) purchased are issued to staff and subs when we have a quarantine situation. We did not have additional devices for subs and this causes issues when we have a certified teacher trying to teach remotely from home with the sub in the classroom. A device is needed both at home and in the classroom for this to work.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$6,030 |               |
| Budgeted Expenditures in SFY 2023 | \$0     |               |
| Budgeted Expenditures in SFY 2024 | \$0     | <u>Status</u> |
| Total Expenditures                | \$6,030 | Approved      |
|                                   |         |               |

# **ESSER III APPLICATION FOR D0248**

#### **KSDE Application Comments**

Stakeholder Engagement Feedback

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

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

#### **Current Directory Information**

| <u>District</u>     | Address                                | Mail Address                           |
|---------------------|--|--|
| Girard              | 415 North Summit, Girard, KS 667431128 | 415 North Summit, Girard, KS 667431128 |
|                     |  |  |
| Superintendent Name | Superintendent E-mail Address          | Superintendent Phone Number            |

# Authorized Representative of the District Information

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

# Plan for Safe Return

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

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

# Use of Funds for CDC Guidance

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

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

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

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

# Stakeholder Engagement

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

#### Students

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

#### Families

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

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

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

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

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

#### Tribes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### Haderlein Elementary School (PreK-5):

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

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

#### Social Emotional Screener

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

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

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

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

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

8th grade students have seen the highest level of negative impact. In the 2019-20 school year 3 students or 6% of the class was below the 10% rank. These students were 6th graders during the "Covid" year, when students lost in person classes during the 4th nine weeks. During the 2020-21 school year 7 students or 12% of the class scored below the 10% rank for the STAR assessment. During the 2021-22 school year the number of students below the 10% rank is 8 students or 14% of the class. As we look at the other end of the spectrum, students who were at above the 40th percentile rank in 2019-20 we had 31 students or 57% of the class. By the 2020-21 school year that number decreased to 28 students or 47% of the class. During the current school year 21-22 the number increased to 29 students above the 40% rank of 52% of the class. As we look at the 7th graders, they have only used the STAR test for two years but we can see a negative trend with them as well. In the 2020-21 school year 10 students or 14% were below the 10% rank. In the 21-22 school year we have 12 students or 16% below the 10% rank. As you can see we have seen a negative increase in the amount of students below the 10% ranking based on STAR assessments. This is tied directly to the learning loss associated to Covid-19.

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

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

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

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

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

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

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

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

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

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

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

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

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

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$1,552,876              | \$0                | \$1,552,876             | ESSER III Allocations | \$310,576   |
| Approved Total        | \$1,269,850              | \$0                | \$1,269,850             | Approved Total        | \$554,697   |
| Amount Left           | \$283,026                | \$0                | \$283,026               | Amount Still Needed   | \$0         |
| In Review Total       | \$33,698                 | \$0                | \$33,698                | In Review Total       | \$30,328    |
| Amount Left           | \$249,328                | \$0                | \$249,328               | Amount Still Needed   | \$0         |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 248-3-0030 | Direct             | True             | 1000             | 610            | 12               | \$14,000           | Task Force Review |
| 248-3-0031 | Direct             | True             | 2210             | 320            | 12               | \$15,000           | Task Force Review |
| 248-3-0032 | Direct             | False            | 1000             | 610            | 12               | \$3,370            | Task Force Review |
| 248-3-0033 | Direct             | True             | 2210             | 736            | 9                | \$1,328            | Task Force Review |
| 248-3-0001 | Direct             | False            | 2600             | 730            | 14               | \$212,117          | Approved          |
| 248-3-0002 | Direct             | True             | 1000             | 653            | 12               | \$106,500          | Approved          |
| 248-3-0003 | Direct             | True             | 1000             | 120            | 12               | \$67,192           | Approved          |
| 248-3-0004 | Direct             | True             | 1000             | 110            | 11A              | \$23,520           | Approved          |
| 248-3-0005 | Direct             | True             | 1000             | 110            | 12               | \$2,520            | Approved          |
| 248-3-0006 | Direct             | False            | 1000             | 120            | 10               | \$67,192           | Approved          |
| 248-3-0007 | Direct             | True             | 1000             | 110            | 11A              | \$6,825            | Approved          |
| 248-3-0008 | Direct             | True             | 1000             | 653            | 12               | \$3,230            | Approved          |
| 248-3-0009 | Direct             | True             | 1000             | 110            | 12               | \$3,300            | Approved          |
| 248-3-0011 | Direct             | True             | 1000             | 610            | 12               | \$1,000            | Approved          |
| 248-3-0012 | Direct             | False            | 1000             | 610            | 10               | \$17,000           | Approved          |
| 248-3-0013 | Direct             | True             | 2210             | 320            | 12               | \$28,260           | Approved          |
| 248-3-0014 | Direct             | True             | 1000             | 110            | 12               | \$50,000           | Approved          |
| 248-3-0015 | Direct             | True             | 1000             | 110            | 12               | \$120,000          | Approved          |
| 248-3-0016 | Direct             | False            | 2600             | 730            | 14               | \$122,944          | Approved          |
| 248-3-0017 | Direct             | False            | 2130             | 110            | 10               | \$40,000           | Approved          |
| 248-3-0018 | Direct             | False            | 1000             | 120            | 16               | \$74,800           | Approved          |
| 248-3-0019 | Direct             | False            | 1000             | 110            | 16               | \$88,000           | Approved          |
| 248-3-0020 | Direct             | False            | 1000             | 122            | 16               | \$12,600           | Approved          |
| 248-3-0021 | Direct             | True             | 1000             | 110            | 12               | \$55,000           | Approved          |
| 248-3-0022 | Direct             | True             | 1000             | 110            | 11B              | \$7,350            | Approved          |
| 248-3-0023 | Direct             | True             | 2210             | 320            | 12               | \$5,000            | Approved          |
| 248-3-0024 | Direct             | False            | 2210             | 320            | 10               | \$3,500            | Approved          |
| 248-3-0025 | Direct             | True             | 1000             | 110            | 12               | \$55,000           | Approved          |
| 248-3-0026 | Direct             | False            | 1000             | 610            | 12               | \$20,000           | Approved          |
| 248-3-0027 | Direct             | True             | 1000             | 610            | 12               | \$20,000           | Approved          |

| 248-3-0028 | Direct | False | 1000 | 610 | 12 | \$45,000 | Approved |
|------------|--------|-------|------|-----|----|----------|----------|
| 248-3-0029 | Direct | False | 2100 | 629 | 10 | \$12,000 | Approved |

# **Line Item Details**

| ine Item ID: 248-3-0030   |   |   |  |  |  |
|---------------------------|---|---|--|--|--|
| Allocation Type           | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |  |  |
| Direct Allocation         | YES - this item is marked for Learning Loss Set Aside Expenditure     |   |  |  |  |
| Account Name              | Account Number  |   |  |  |  |
| Supplies-Instruction-Elem | 96542   |   |  |  |  |
| Function Code             | Object Code   | Allowable Use                               |  |  |  |
| 1000 - Instruction        | 610 - General Supplies and Materials                                  | 12 - Addressing learning loss among         |  |  |  |
|                           |   | students, including vulnerable populations. |  |  |  |

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

We will be utilizing Benchmark Phonics in our building. This is a need to close the learning gap that we've noticed within the last couple years. This phonics curriculum is based on the Science of Reading research and supports the components of Structured Literacy. Both whole group, as well as differentiation, is supported with this curriculum. With these funds, we will purchase K-1 teacher kits (print and digital supports) and assessments to utilize, along with a scope and sequence to support a gradual release model in order to grow independent learners. This curriculum will provide a systematic, explicit approach to phonics instruction as we support our students toward these goals.

| Budgeted Expenditures in SFY 2021 | \$0      |                   |  |  |  |  |  |
|-----------------------------------|----------|-------------------|--|--|--|--|--|
| Budgeted Expenditures in SFY 2022 | \$0      |                   |  |  |  |  |  |
| Budgeted Expenditures in SFY 2023 | \$0      |                   |  |  |  |  |  |
| Budgeted Expenditures in SFY 2024 | \$14,000 | <u>Status</u>     |  |  |  |  |  |
| Total Expenditures                | \$14,000 | Task Force Review |  |  |  |  |  |
| Line Item Comment from KSDE       |          |                   |  |  |  |  |  |
| New Line Item                     |          |                   |  |  |  |  |  |
| Line Item ID: 248-3-0031          |          |                   |  |  |  |  |  |

| Allocation Type                               | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
|---|---|---|--|
| Direct Allocation                             | YES - this item is marked for Learning Loss Set Aside Expenditure     |   |  |
| Account Name                                  | Account Number  |   |  |
| Professional Development                      | 96521   |   |  |
| Function Code                                 | Object Code   | Allowable Use   |  |
| 2210 - Improvement of Instruction<br>Services | 320 - Professional-Education Services                                 | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |

LETRS Training is available to our staff that are interested in learning more and diving deeper into Language Essentials for Teachers of Reading and Spelling. The training provides teachers with the skills needed to master the fundamentals of reading instruction. With Covid-19, we've observed gaps in student phonics and phonological awareness skills. Our younger students, especially K-2, need this intense instruction to close the gap. We have to train our teachers well with the tools and strategies needed to support this need. Our teachers going through this 2 year training will dedicate many hours to learning, reading, and participating in group discussions. We will be offering a stipend for those that complete the training successfully as an incentive to gain this deep understanding that is needed to support our young learners in these areas. Each teacher will be receive \$500/year for successful completion.

| \$0      |                        |
|----------|------------------------|
| \$0      |                        |
| \$0      |                        |
| \$15,000 | <u>Status</u>          |
| \$15,000 | Task Force Review      |
|          |                        |
|          |                        |
| -        | \$0<br>\$0<br>\$15,000 |

| Allocation Type    | <u>Is this Item for the 20% Minimuim Le</u> | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure           |  |  |
|--------------------|---|---|--|--|
| Direct Allocation  | NO - this item is not marked for Learnin    | NO - this item is not marked for Learning Loss Set Aside Expenditure            |  |  |
| Account Name       | Account Number                              | Account Number  |  |  |
| Equipment-GHS      | 93629                                       |   |  |  |
| Function Code      | Object Code                                 | Allowable Use   |  |  |
| 1000 - Instruction | 610 - General Supplies and Materials        | 12 - Addressing learning loss among students, including vulnerable populations. |  |  |

Due to the COVID Pandemic, many of our students were negatively affected by the changes in instructional education available and provided. Utilizing these tables for one-on-one support provided by special education staff will be greatly beneficial to our students with disabilities. These tabletops come with dry erase boards on their surface. This surface allows students to engage tactile learning while being supervised.

| Budgeted Expenditures in SFY 2021 | \$0     |                   |
|-----------------------------------|---------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0     |                   |
| Budgeted Expenditures in SFY 2023 | \$0     |                   |
| Budgeted Expenditures in SFY 2024 | \$3,370 | <u>Status</u>     |
| Total Expenditures                | \$3,370 | Task Force Review |
| Line Item Comment from KSDE       |         |                   |
|                                   |         |                   |

| Allocation Type  | Is this Item for the 20% Minimuim   | Learning Loss Set Aside Expenditure  |
|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure   |  |
| Account Name   | Account Number  |  |
| Equipment Purchases-District   | 93628   |  |
| Function Code  | Object Code   | Allowable Use  |
| 2210 - Improvement of Instruction<br>Services  | 736 - Computers and Related<br>Equipment (Including Software if<br>bought as a package)   | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students. |
| With the increased use of technology in<br>to better keep up with the level of mus<br>choir classes.<br>Now that we are using apps like Sight- | thin the account and how they will addr<br>n the choir program, this new iPad would<br>ic and apps that are used on a daily basis<br>Reading Factory, Forescore, Notability, and<br>act with music content both in and out of | be able<br>in the<br>d   |
| classroom (online). It also helps offer re<br>consecutive days of school due to Covi   | emediation to those who have missed   |  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |

\$1,328

\$1,328

\$0

<u>Status</u>

Task Force Review

Budgeted Expenditures in SFY 2023

Budgeted Expenditures in SFY 2024

Line Item Comment from KSDE

**Total Expenditures** 

Line Item ID: 248-3-0001

New Line Item

| <u>Allocation Type</u><br>Direct Allocation  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
|--|---|--|--|
| <u>Account Name</u><br>EQUIPMENT PURCHASES-DISTRICT                                  | <u>Account Number</u><br>93629  |  |  |
| Function Code  | Object Code   | Allowable Use  |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 730 - Equipment   | 14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air<br>quality in school facilities. |  |

GMS HVAC: Air quality can create a safe/healthier environment in our classrooms and help deter in the spread of COVID-19. We need to replace the original HVAC units in parts of our middle school that are 24 years old. We will also add filtration systems to enrich the air quality.

<u>Status</u> Approved

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$212,117 |
| Budgeted Expenditures in SFY 2023 | \$0       |
| Budgeted Expenditures in SFY 2024 | \$0       |
| Total Expenditures                | \$212,117 |

# Line Item Comment from KSDE

Per narrative, "The overall breakdown of our community survey data revealed that the top three desired allowable uses for ESSER III funding requests were... #2 (183 responses or 60%) - facility upgrades that support student health need... Facility replacement projects to improve indoor air quality (#2 from stakeholders) - \$335,061 (HVAC/Windows)." Allowable if CDC guidelines are met. Capital Improvement documentation required.

| <u>Allocation Type</u><br>Direct Allocation            | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |   |  |
|--|--|---|--|
| Account Name SOFTWARE-INSTRUCTIONAL-ELEM Function Code | Account Number<br>93569<br>Object Code Allowable Use   |   |  |
| 1000 - Instruction                                     | <b>Object Code</b><br>653 - Software   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |

## RVH Teacher: (Reduced class size)

In order to close the learning gap for our students, and to keep class sizes smaller, we are requesting a teaching position in the primary grades to help with class size reduction. Smaller class sizes have a positive impact on overall student learning. Some examples of the positive impact include accurate, timely identification of student learning disabilities, higher overall student achievement, improved student behavior limiting classroom disruptions, and fewer high school dropouts. This request will be for the 2022-23 and 2023-24 school years.

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$O       |               |
| Budgeted Expenditures in SFY 2023 | \$53,250  |               |
| Budgeted Expenditures in SFY 2024 | \$53,250  | <u>Status</u> |
| Total Expenditures                | \$106,500 | Approved      |

## Line Item Comment from KSDE

Per narrative:

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

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

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

| Allocation Type<br>Direct Allocation                |  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |  |
|---|--|--|--|--|
| Account Name<br>SALARIES-ELEM PARA<br>Function Code | Account Number<br>93528                                    | 93528  |  |  |
| 1000 - Instruction                                  | <b>Object Code</b><br>120 - Regular Non-Certified Salaries | Allowable Use<br>12 - Addressing learning loss among   |  |  |
|   |  | students, including vulnerable populations.  |  |  |

MTSS Para Position: (Small group instruction, 1:1 intervention)

Due to the number of students on quarantine throughout the past two years, consistent and targeted instruction for our academically at-risk students has been greatly interrupted. Our MTSS interventionist cannot give the same quality explicit instruction during remote learning session as they would in-person especially to our K-2 population that are easily distracted when they are not in-person. Our research-based interventions such as Barton Reading and Guided Reading Plus are successful with children in small group settings of one to three students that are in-person. We are requesting two additional years be added to our MTSS Para position, which was added with ESSER II funds. This individual provides differentiation and support to our Tier 2 and Tier 3 MTSS students, along with materials and resources needed within the classroom to meet all academic levels. Small group learning takes place with this individual, as well as 1:1 intervention support to close the achievement gap. This position is invaluable in helping us address learning loss from the COVID pandemic and it's aftermath.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$33,596 |
| Budgeted Expenditures in SFY 2024 | \$33,596 |
| Total Expenditures                | \$67,192 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

## Line Item Comment from KSDE

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

| <u>Allocation Type</u><br>Direct Allocation | YES - this item is marked for Learning | Learning Loss Set Aside Expenditure<br>g Loss Set Aside Expenditure           |
|---|--|---|
| Account Name                                | Account Number                         |   |
| SALARIES-ELEM TEACHER                       | 93524                                  |   |
| Function Code                               | Object Code                            | Allowable Use   |
| 1000 - Instruction                          | 110 - Regular Certified Salaries       | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

RVH Summer School: We will offer students an extended learning opportunity throughout the month of June in 2022, 2023 and 2024. We will focus on closing the gap and providing interventions to meet individual student needs in the areas of reading, math, and social emotional curriculum. Students will attend Monday-Thursday from 8:00-11:00 for 4 weeks. Four staff members will receive \$35/hour, which would include 12 hours of instruction time and 2 hours of plan time weekly.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$7,840  |               |
| Budgeted Expenditures in SFY 2023 | \$7,840  |               |
| Budgeted Expenditures in SFY 2024 | \$7,840  | <u>Status</u> |
| Total Expenditures                | \$23,520 | Approved      |

## Line Item Comment from KSDE

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

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                         |   |
|--|---|---|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure                             |   |
| Account Name   | Account Number  |   |
| SALARIES-MS TEACHER  | 93523   |   |
| Function Code  | Object Code   | Allowable Use   |
| 1000 - Instruction   | 110 - Regular Certified Salaries  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Plassa doscriba the expanditures with  | in the account and how they will address  | a COVID-19 pood   |
| ndividual student needs in the areas of r<br>Budgeted Expenditures in SFY 2021                   | reading, math, and social emotional curricu<br>\$0  | lum.  |
| Budgeted Expenditures in SFY 2022  | \$840   |   |
| Budgeted Expenditures in SFY 2023  | \$840   |   |
| Budgeted Expenditures in SFY 2024  | \$840   | <u>Status</u>   |
| Total Expenditures   | \$2,520   | Approved  |
| ine Item Comment from KSDE   |   |   |
|  | R III plan strives to provide additional learni<br>ams, extended school day and credit recove | 5   |
| 51 5   |   |   |
| earning loss."   |   |   |
| earning loss."   | Is this Item for the 20% Minimuim Le  | arning Loss Set Aside Expenditure   |
| earning loss."<br>ne Item ID: 248-3-0006<br>Allocation Type<br>Direct Allocation                 | <b>Is this Item for the 20% Minimuim Le</b><br>NO - this item is not marked for Learnir       | •   |
| earning loss."   |   | •   |
| earning loss."   | NO - this item is not marked for Learnir  | •   |
| earning loss."<br>ne Item ID: 248-3-0006<br>Allocation Type<br>Direct Allocation<br>Account Name | NO - this item is not marked for Learnir<br><u>Account Number</u>                             | •   |

## RVH Focus Room Para:

Over the past two years we have seen a decline in student behavior at our school. Due to COVID protocols, long quarantines, and our school shutting down in the last quarter of Spring 2020, students are experiencing more anxiety and depression. All of the built up fear and sadness results in disruptive classroom behaviors, avoidance of classwork, and defiance. Due to COVID restrictions from the past two years outside of school, students have been more isolated that ever before. Therefore, we are seeing the maturity level of some of our students on a decreasing trend. Students in fifth grade act more like 2nd or 3rd graders. Some 2nd graders act more like kindergarteners. Due to all of this teachers need more supports in place within the school setting for students with these needs. We are requesting a full-time para to monitor a Focus Room for our building. The Focus room will all a place for students to go when the classroom is too much for them or they need a short break. Students who feel stressed or overwhelmed will have an immediate place to go to deescalate and/or calm down in a quiet, supportive setting. Some students will come to this room for a short period of time to finish assignments or get tutoring/intervention time if they were unable to focus during core instruction.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$O      |
| Budgeted Expenditures in SFY 2023 | \$33,596 |
| Budgeted Expenditures in SFY 2024 | \$33,596 |
| Total Expenditures                | \$67,192 |

<u>Status</u> Approved

## Line Item Comment from KSDE

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

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

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

| <u>Allocation Type</u><br>Direct Allocation | YES - this item is marked for Learnin | <b>Learning Loss Set Aside Expenditure</b><br>g Loss Set Aside Expenditure    |
|---|---------------------------------------|---|
| Account Name                                | Account Number                        |   |
| SALARIES-HS TEACHERS                        | 93522                                 |   |
| Function Code                               | Object Code                           | Allowable Use   |
| 1000 - Instruction                          | 110 - Regular Certified Salaries      | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

GHS Summer School: Summer school will be offered to help students earn credit and academic skills lost due to the Covid 19 pandemic. This resource is needed for us to address Learning Loss due to the COVID pandemic and it's aftermath. The expenditure request estimate is for the summer of 2022, 2023 and 2024. The yearly cost is estimated at \$2,275. The total cost for three years is \$6,825.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$2,275 |
| Budgeted Expenditures in SFY 2023 | \$2,275 |
| Budgeted Expenditures in SFY 2024 | \$2,275 |
| Total Expenditures                | \$6,825 |

<u>Status</u> Approved

#### Line Item Comment from KSDE

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

| <u>Allocation Type</u><br>Direct Allocation | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |   |
|---|--|---|
| Account Name<br>SOFTWARE-INSTRUCTIONAL-ELEM | <u>Account Number</u><br>93569   |   |
| Function Code                               | Object Code  | Allowable Use   |
| 1000 - Instruction                          | 653 - Software   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

RVH Reading Supplement: Our PreK-2 students have shown a great need for additional phonics and phonological awareness instruction. When our students transitioned to remote learning in the spring of 2020, it greatly impacted our primary level students. As we returned to on-site learning, student targeted interventions began to provide help in closing the gap. We have observed the additional need for Tier 3 interventions, as well as additional review to ensure the foundational skills are mastered. As we reflect on the learning impacts due to Covid, it was clear that we needed to invest in supplemental resources to continue building our student knowledge base in these areas. The online resource to supplement the Really Great Reading program costs \$95/teacher per year (July 1- June 30). We will purchase 17 online subscriptions to utilize in PreK-2nd grade classrooms, our Title department, and our Special Education program at those levels. This will provide additional opportunities for our students at the primary level to build and develop their phonics and phonological skills. The total cost for one year is \$1615. We will be requesting a subscription for 2 years, which equals a total cost of \$3,230.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$0     |
| Budgeted Expenditures in SFY 2023 | \$1,615 |
| Budgeted Expenditures in SFY 2024 | \$1,615 |
| Total Expenditures                | \$3,230 |

<u>Status</u> Approved

## Line Item Comment from KSDE

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

| Allocation Type            |  | Learning Loss Set Aside Expenditure                                |
|----------------------------|--|--|
| Direct Allocation          | YES - this item is marked for Learning | g Loss Set Aside Expenditure                                       |
| Account Name               | Account Number                         |  |
| SALARIES-ELEM SUB TEACHERS | 93527                                  |  |
| Function Code              | Object Code                            | Allowable Use  |
| 1000 - Instruction         | 110 - Regular Certified Salaries       | 12 - Addressing learning loss among students, including vulnerable |
|                            |  | populations.   |

RVH Instructional Coach Training: Our PreK-5th grade building implemented Comprehensive Literacy 7 years ago. This model provides leveled instruction daily within small groups. As we reflect on our building and the learning impacts due to COVID, it is clear that we needed to provide intense support/coaching for our teachers and the resources in place for each component within the model. We are requesting certification/training for a staff member to serve as an Instructional coach in the RVH building. During this time, our educator will need coverage to provide instruction in her current position. At a rate of \$110/day, we will need to pay a substitute teacher for 30 days throughout the school year, which equals \$3,300.

| Budgeted Expenditures in SFY 2021             | \$0                          |                               |  |
|---|------------------------------|-------------------------------|--|
| Budgeted Expenditures in SFY 2022             | \$0                          |                               |  |
| Budgeted Expenditures in SFY 2023             | \$3,300                      |                               |  |
| Budgeted Expenditures in SFY 2024             | \$0                          | <u>Status</u>                 |  |
| Total Expenditures                            | \$3,300                      | Approved                      |  |
| Line Item Comment from KSDE                   |                              |                               |  |
| Per narrative, "Provide re-search based profe | ssional learning opportuniti | es for staff (district wide)" |  |

| Direct Allocation         | YES - this item is marked for Learning L | oss Set Aside Expenditure   |
|---------------------------|--|---|
| Account Name              | Account Number                           |   |
| SUPPLIES-INSTRUCTION-ELEM | 93542                                    |   |
| Function Code             | Object Code                              | Allowable Use   |
| 1000 - Instruction        | 610 - General Supplies and Materials     | 12 - Addressing learning loss among students, including vulnerable populations. |

RVH Instructional Coach Training: Our PreK-5th grade building implemented Comprehensive Literacy 7 years ago. This model provides leveled instruction daily within small groups. As we reflect on our building and the learning impacts due to COVID, it is clear that we needed to provide intense support/coaching for our teachers and the resources in place for each component within the model. We are requesting certification/training for a staff member to serve as an Instructional coach in the RVH building. We will also be purchasing textbooks for this extended learning, which will cost \$1,000.

| \$0                |                              |
|--------------------|------------------------------|
|                    |                              |
| 000                |                              |
| \$0                | <u>Status</u>                |
| 000                | Approved                     |
|                    |                              |
| ning opportunities | s for staff (district wide)" |
| (                  | <u>\$0</u><br>000            |

| Direct Allocation         | NO - this item is not marked for Learning Loss Set Aside Expenditure |   |
|---------------------------|--|---|
| Account Name              | Account Number   |   |
| SUPPLIES-INSTRUCTION-ELEM | 93542  |   |
| Function Code             | Object Code  | Allowable Use                                       |
| 1000 - Instruction        | 610 - General Supplies and Materials                                 | 10 - Providing mental health services and supports. |

RVH Social/Emotional Curriculum: (Second Step)

Student mental health and the social emotional needs of students impede academic success when not address early on in a child's life. The COVID pandemic has, and continues, to impact this issue in our building. We will purchase social emotional curriculum for our PreK-5th grade classrooms to address the social emotional and mental health of our students. Second Step is a research-based curriculum. This classroom-based program promotes the development of student's social-emotional competence and self-regulation skills.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$17,000 |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| Total Expenditures                | \$17,000 | Approved      |

## Line Item Comment from KSDE

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

| Allocation Type                               | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
|---|---|---|--|
| Direct Allocation                             | YES - this item is marked for Learning Loss Set Aside Expenditure     |   |  |
| Account Name                                  | Account Number  |   |  |
| PROFESSIONAL DEVELOPMENT                      | 93521   |   |  |
| Function Code                                 | Object Code   | Allowable Use   |  |
| 2210 - Improvement of Instruction<br>Services | 320 - Professional-Education Services                                 | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |

RVH Staff Literacy Training/Professional Development: Our PreK-5th grade building implemented Comprehensive Literacy 7 years ago. There is a great need for additional professional development to review the framework and components of our model. As we reflect on our building and the learning impacts due to Covid, one of our priorities is to continue the rigorous, evidence-based literacy instruction to effectively close the learning gap. Our classroom teachers have provided differentiated instruction targeting the skills needed based on our building wide assessments. We are requesting to provide training for our staff this summer around all literacy components and revisit the framework that supports every learner to ensure success. The virtual training this summer will include 3 staff members. Registration is \$600 total for participants. Each individual will be paid \$35/hour for attendance, 6 hours/day, 2 training days for a total of \$1,860 including registration and staff pay. An additional literacy training will be offered this summer for all certified staff. This will be a one-day training. However, half of the staff will join on the first day and the other half will attend the second day. Teachers will be paid \$35/hour and will attend a 6-hour training. This includes 28 staff members attending and 4 staff members presenting. The total amount for this training is \$7,560.

The total cost submitted will include training for Summer 2022, Summer 2023, and Summer 2024.

| Budgeted Expenditures in SFY 2021            | \$0                           |                               |  |
|--|-------------------------------|-------------------------------|--|
| Budgeted Expenditures in SFY 2022            | \$9,420                       |                               |  |
| Budgeted Expenditures in SFY 2023            | \$9,420                       |                               |  |
| Budgeted Expenditures in SFY 2024            | \$9,420                       | <u>Status</u>                 |  |
| Total Expenditures                           | \$28,260                      | Approved                      |  |
| Line Item Comment from KSDE                  |                               |                               |  |
| Per narrative, "Provide re-search based prof | essional learning opportuniti | es for staff (district wide)" |  |

| Direct Allocation          | YES - this item is marked for Learnin | g Loss Set Aside Expenditure  |
|----------------------------|---------------------------------------|---|
| Account Name               | Account Number                        |   |
| SALARIES-ELEM SUB TEACHERS | 93527                                 |   |
| Function Code              | Object Code                           | Allowable Use   |
| 1000 - Instruction         | 110 - Regular Certified Salaries      | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

RVH Long-Term Substitute Teacher:

We are requesting a long-term substitute for the 2022-2023 and 2023-2024 school years to address learning loss and student academic achievement. This individual will provide one-on-one support throughout the school day to struggling students who need the additional support that was missed due to COVID. The focus will be on missing reading and math skills. Students K-5 that qualify will work with this individual daily to ensure foundational skills are mastered.

| Budgeted Expenditures in SFY 2021 | \$O      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$O      |               |
| Budgeted Expenditures in SFY 2023 | \$25,000 |               |
| Budgeted Expenditures in SFY 2024 | \$25,000 | <u>Status</u> |
| Total Expenditures                | \$50,000 | Approved      |

## Line Item Comment from KSDE

Per narrative:

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

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

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

| Allocation Type     | Is this Item for the 20% Minimuim     | Learning Loss Set Aside Expenditure   |
|---------------------|---------------------------------------|---|
| Direct Allocation   | YES - this item is marked for Learnin | g Loss Set Aside Expenditure  |
| Account Name        | Account Number                        |   |
| SALARIES-MS TEACHER | 93523                                 |   |
| Function Code       | Object Code                           | Allowable Use   |
| 1000 - Instruction  | 110 - Regular Certified Salaries      | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

## GMS/GHS At-Risk Coordinator/Teacher:

In order to address learning loss due to Covid 19 pandemic, Girard Middle School and High School is requesting a new staff position to facilitate an at-risk program. The at-risk coordinator would spend half the day at the middle school and half a day at the high school. This program will benefit general education students who have fallen behind their classmates in educational knowledge and skills. This position will also allow for individual and small group learning as needed. The at-risk program would meet the following criteria for evidence based practices: (Small Group Instruction, Small Group Interventions, Mentoring, Multi-Tier System of Supports (MTSS), Student Teacher Ratio Reduction, Study Skills, Growth Mindset)

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

## Line Item Comment from KSDE

Per narrative:

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

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

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

| <u>Allocation Type</u><br>Direct Allocation  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
|--|---|--|
| Account Name<br>EQUIPMENT PURCHASES-DISTRICT   | <u>Account Number</u><br>93629  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 730 - Equipment   | 14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air<br>guality in school facilities. |

RVH Window Replacement: We will be replacing 44 existing windows in the south wing of our elementary school that have been in place since the mid-1980's. These windows have broken seals and most of them will not open any longer due to worn mechanism parts that can't be replaced. With the replacement of these windows, it will allow us to provide better heating/cooling efficiency, allow us to open the windows for fresh air exchange and also provide a safety option to evacuate students during an emergency. The costs will include the window equipment and installation.

| Budgeted Expenditures in SFY 2021 | \$O       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$122,944 |               |
| Budgeted Expenditures in SFY 2023 | \$O       |               |
| Budgeted Expenditures in SFY 2024 | \$0       | <u>Status</u> |
| Total Expenditures                | \$122,944 | Approved      |

## Line Item Comment from KSDE

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

| <u>Allocation Type</u><br>Direct Allocation   |                                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
|---|----------------------------------|---|--|
| <u>Account Name</u><br>SALARIES-MENTAL HEALTH | <u>Account Number</u><br>93529   |   |  |
| Function Code                                 | Object Code                      | Allowable Use   |  |
| 2130 - Health Services                        | 110 - Regular Certified Salaries | 10 - Providing mental health services and supports.   |  |

School Therapist: The COVID-19 Pandemic has negatively impacted the social/emotional/behavioral status of many of our students. We partnered with the Community Health Center of SE Kansas to hire a licensed full-time behavioral/emotional school clinical therapist. The salary will be shared. This expenditure request will be for the 2022-23 and 2023-24 school years.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$20,000 |
| Budgeted Expenditures in SFY 2024 | \$20,000 |
| Total Expenditures                | \$40,000 |

<u>Status</u> Approved

## Line Item Comment from KSDE

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

| Allocation Type                | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|--------------------------------|---|--|--|
| Direct Allocation              | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name                   | Account Number  |  |  |
| PREMIUM/RETENTION PAY-NON-CERT | 93532   |  |  |
| Function Code                  | Object Code   | Allowable Use  |  |
| 1000 - Instruction             | 120 - Regular Non-Certified Salaries                                  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |

Classified Staff: In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium retention payment of \$500 for the 2022-23 and 2023-24 school year for all classified staff. The \$500 premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$74,800 (68 classified staff members X \$550 X \$37,400(per year) X 2 years = \$74,800). We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified for paras. These funds are being requested for SFY2023 and 2024. We will not provide the premium pay stipend unless approved by you. All staff will receive the same amount. We will inform the staff that if they are employed on the first day of school on August 12th, 2022, and are still employed/working on October 14th, 2022, we will pay them \$500 as a retention incentive to come to work. This will be repeated for the 2023-24 school year. If approved, we plan to pay them the \$500 incentive in our November 2022 & 2023 payroll.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$37,400 |
| Budgeted Expenditures in SFY 2024 | \$37,400 |
| Total Expenditures                | \$74,800 |

<u>Status</u> Approved

## Line Item Comment from KSDE

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

| Allocation Type<br>Direct Allocation    |                                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
|---|----------------------------------|---|--|--|
| Account Name PREMIUM/RETENTION PAY-CERT | Account Number<br>93531          |   |  |  |
| Function Code                           | Object Code                      | Allowable Use   |  |  |
| 1000 - Instruction                      | 110 - Regular Certified Salaries | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                                  |  |  |

Certified Staff: In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium retention payment of \$550 for the 2022-23 and 2023-24 school year for all certified staff. The \$550 premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$88,000 (80 certified staff members X \$550 X \$44,000(per year) X 2 years = \$88,000). We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified for paras. These funds are being requested for SFY2023 and 2024. We will not provide the premium pay stipend unless approved by you. All staff will receive the same amount. We will inform the staff that if they are employed on the first day of school on August 12th, 2022, and are still employed/working on October 14th, 2022, we will pay them \$500 as a retention incentive to come to work. This will be repeated for the 2023-24 school year. If approved, we plan to pay them the \$550 incentive in our November 2022 & 2023 payroll.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$44,000 |
| Budgeted Expenditures in SFY 2024 | \$44,000 |
| Total Expenditures                | \$88,000 |

<u>Status</u> Approved

## Line Item Comment from KSDE

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

| Allocation Type                | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
|--------------------------------|---|---|--|
| Direct Allocation              | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |  |
| Account Name                   | Account Number  |   |  |
| PREM/RET PAY-PART TIME-NON-CER | 93533   |   |  |
| Function Code                  | Object Code   | Allowable Use   |  |
| 1000 - Instruction             | 122 - Part-Time Non-Certified Salaries                                | 16 - Other activities necessary to maintain LEA operations and services |  |
|                                |   | and employ existing LEA staff.  |  |

Bus Drivers: In order to retain transportation staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium payment of \$500 for the 2022-23 and the 2023-24 school year for all full-time classified staff (bus drivers) and \$250 for all part-time classified staff (bus drivers). The premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$12,600. We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified. These funds are being requested for SFY2022 and 2023. We will inform the staff that if they are employed on the first day of school on August 13th, 2022, and are still employed/working on October 14th, 2022, they will be eligible for the retention incentive. We will repeat this for the 2023-24 school year.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$6,300  |
| Budgeted Expenditures in SFY 2024 | \$6,300  |
| Total Expenditures                | \$12,600 |

<u>Status</u> Approved

## Line Item Comment from KSDE

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

| Allocation Type                |                                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |  |
|--------------------------------|----------------------------------|---|--|--|
| Direct Allocation Account Name |                                  | YES - this item is marked for Learning Loss Set Aside Expenditure Account Number      |  |  |
| SALARIES-ELEM TEACHER          | 93524                            |   |  |  |
| Function Code                  | Object Code                      | Allowable Use   |  |  |
| 1000 - Instruction             | 110 - Regular Certified Salaries | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |

(NEW ITEM) RVH KG Teacher: We have a very large incoming kindergarten class. Due to parent COVID concerns, many of these students have not had any pre-school prep. Our assessments indicate that many of these students are behind past incoming kindergarten classes academically and socially. Our kindergarten population includes a larger than normal at-risk student population, along with students that require small group academic support to meet their needs within the classroom. These students account for fifty percent of our incoming student population and specifically, this the marginalized population that we need to address. To keep our goal class size (18-1 ratio), we are requesting a teaching position for our Kindergarten classes. This is needed for our students to build meaningful relationships with our staff while receiving as much one-on-one or small group instruction as possible. In order for students to master foundational skills, class sizes need to remain small and manageable, especially with this vulnerable age group. Also, in order to meet the increased mental health and behavioral issues due to trauma, home life, etc, class sizes need to remain small. We strongly believe that by adding an additional classroom teacher to reduce class size, this will help us better address the marginalized population of students who need to be targeted.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$55,000 |
| Budgeted Expenditures in SFY 2024 | \$0      |
| Total Expenditures                | \$55,000 |

| <u>Status</u> |  |
|---------------|--|
| Approved      |  |

#### Line Item Comment from KSDE

6/21 Because this line item is marked for the 20%, please describe how it will address learning loss as it relates to the disproportionate impact of Covid-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

| Allocation Type<br>Direct Allocation |                                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |  |
|--------------------------------------|----------------------------------|--|--|--|
| Account Name<br>SALARIES-HS TEACHERS | <u>Account Number</u><br>93522   |  |  |  |
| Function Code                        | Object Code                      | Allowable Use  |  |  |
| 1000 - Instruction                   | 110 - Regular Certified Salaries | 11B - Planning and implementing supplemental after-school programs.  |  |  |

(NEW ITEM) After School Tutorial: This program will be used to specifically target the marginalize population of At-Risk and Low Achieving students who have been most impacted by the COVID pandemic. Students that work in the program are already behind, or at a high risk of falling behind their academic peers. Through remediation and small group tutoring students will be brought up to grade level.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$0     |
| Budgeted Expenditures in SFY 2023 | \$7,350 |
| Budgeted Expenditures in SFY 2024 | \$0     |
| Total Expenditures                | \$7,350 |

| <u>Status</u> |  |
|---------------|--|
| Approved      |  |

#### Line Item Comment from KSDE

6/21 Because this line item is marked for the 20%, please describe how it will address learning loss as it relates to the disproportionate impact of Covid-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

| Allocation Type                   | Is this Item for the 20% Minimuim Le      | arning Loss Set Aside Expenditure           |
|-----------------------------------|---|---|
| Direct Allocation                 | YES - this item is marked for Learning Lo | oss Set Aside Expenditure                   |
| Account Name                      | Account Number                            |   |
| Professional Development          | 96521                                     |   |
| Function Code                     | Object Code                               | Allowable Use                               |
| 2210 - Improvement of Instruction | 320 - Professional-Education Services     | 12 - Addressing learning loss among         |
| Services                          |   | students, including vulnerable populations. |

NEW ITEM: The MARRE Literacy Conference will provide four of our staff members valuable information as we navigate through student data and create action plans to address learning loss. The science of reading, along with instructional strategies to meet the needs of all learners and all levels will be addressed during this conference. The focus will include not only reading, but also language and writing support to close the learning gap. We are constantly reviewing student academic data to determine interventions and adjustments to ensure instruction meets our building needs. After the pandemic, we have observed a learning gap that requires consistent and systematic instruction to ensure student growth across grade levels.

| \$0     |                       |
|---------|-----------------------|
| \$0     |                       |
| \$5,000 |                       |
| \$0     | <u>Status</u>         |
| \$5,000 | Approved              |
|         |                       |
|         |                       |
|         | \$0<br>\$5,000<br>\$0 |

| Allocation Type                   | <u>Is this Item for the 20% Minimuim Le</u>                          | arning Loss Set Aside Expenditure     |  |
|-----------------------------------|--|---------------------------------------|--|
| Direct Allocation                 | NO - this item is not marked for Learning Loss Set Aside Expenditure |                                       |  |
| Account Name                      | Account Number   |                                       |  |
| Professional Development          | 96521  |                                       |  |
| Function Code                     | Object Code  | Allowable Use                         |  |
| 2210 - Improvement of Instruction | 320 - Professional-Education Services                                | 10 - Providing mental health services |  |
| Services                          |  | and supports.                         |  |

NEW ITEM: Several of our teachers attended a workshop on Applied Educational Neuroscience this past summer. The presenter, Dr. Lori Desautels, was so good, teachers asked if we could bring her to speak with our whole building. She goes into detail on her Framework in Educational Neuroscience, and how knowing about this can impact a child's school day and learning in a positive way.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0     |               |
| Budgeted Expenditures in SFY 2023 | \$3,500 |               |
| Budgeted Expenditures in SFY 2024 | \$0     | <u>Status</u> |
| Total Expenditures                | \$3,500 | Approved      |

| <u>Allocation Type</u><br>Direct Allocation  | <u>Is this Item for the 20% Minimuim</u><br>YES - this item is marked for Learning | Learning Loss Set Aside Expenditure<br>g Loss Set Aside Expenditure                   |
|--|--|---|
| <u>Account Name</u><br>Salaries-Elem Teacher | <u>Account Number</u><br>96524   |   |
| Function Code                                | Object Code  | Allowable Use   |
| 1000 - Instruction                           | 110 - Regular Certified Salaries   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

NEW ITEM: RVH 1st Grade Teacher: We currently have a very large kindergarten class. To ensure we are meeting the needs of all students while building solid foundational skills, we would like to request a fifth first grade teacher for the 2023-24 school year to keep our goal class size (18-1 ratio). It is important for our students to build meaningful relationships with our staff while receiving as much one-on-one or small group instruction as possible. Also, in order to meet the increased mental health and behavioral issues due to trauma, home life, etc, class sizes need to remain small.

Additional Information: Adding another teacher at this level and reducing class size will provide additional 1:1 support to Tier 2 and 3 students, special education students, ESOL students, along with opportunities to work in smaller groups daily to meet all of our student needs. This class is very needy and many of them started KG last year without attending daycares/preschool due to parents' decision to keep them home during COVID. This class is larger and more needy than any class we have in our elementary school. We also feel like they were the most impacted by COVID, for different reasons. Last year, we requested and was granted ESSER III dollars to hire an additional kindergarten teacher for this group to reduce class size. That was a one year request only. As we look at our data, we feel it would be a good investment of ESSER dollars to continue to offer an additional teacher again for this class as they enter the 1st grade next year.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$O      |               |
| Budgeted Expenditures in SFY 2023 | \$55,000 |               |
| Budgeted Expenditures in SFY 2024 | \$O      | <u>Status</u> |
| Total Expenditures                | \$55,000 | Approved      |
|                                   |          |               |

| Allocation Type            | <u>Is this Item for the 20% Minimuim Le</u> | earning Loss Set Aside Expenditure  |
|----------------------------|---|---|
| Direct Allocation          | NO - this item is not marked for Learning   | ng Loss Set Aside Expenditure   |
| Account Name               | Account Number                              |   |
| Supplies-Instruction-Elem. | 96542                                       |   |
| Function Code              | Object Code                                 | Allowable Use   |
| 1000 - Instruction         | 610 - General Supplies and Materials        | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

NEW ITEM: Handwriting Without Tears is a program that supports the handwriting process as well as the overall writing process that is needed within our classroom. During the COVID-19 pandemic, students worked heavily on iPad devices and minimal time was spent on letter formation and proper handwriting techniques since students were remote learning during the final semester of our 2019-2020 school year. Handwriting has been something that we've discussed as a building the past couple years and have tried different strategies with our students. This program provides support for letter formation, motor development, consistent instruction across PreK-5th grade, common terms used with our students, and professional development for our staff in this area. Writing is one of the critical foundations within balanced literacy, along with spelling and grammar. This program will also support the writing process for our students in grades 3rd-5th. Students will utilize writing workbooks, follow a Building Writers curriculum, and continue to meet with their teacher for 1:1 conferencing to ensure they are working toward these goals successfully.

| <u>Status</u> |
|---------------|
| Approved      |
|               |

| Allocation Type            | Is this Item for the 20% Minimuim Le     | arning Loss Set Aside Expenditure   |
|----------------------------|--|---|
| Direct Allocation          | YES - this item is marked for Learning L | oss Set Aside Expenditure   |
| Account Name               | Account Number                           |   |
| Supplies-Instruction-Elem. | 96542                                    |   |
| Function Code              | Object Code                              | Allowable Use   |
| 1000 - Instruction         | 610 - General Supplies and Materials     | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

NEW ITEM: Benchmark Phonics is a need within our PreK-5th grade building to close the learning gap that we've noticed within the last couple years. This phonics curriculum is based on the Science of Reading research and supports the components of Structured Literacy. Both whole group, as well as differentiation, is supported with this curriculum. This program includes print copies of decodable text, sound wall cards, sound-spelling cards, articulation videos, phonics and letter song videos, teacher manuals and assessments to utilize, student consumable texts that build vocabulary and background knowledge, and a scope and sequence within each level to support a gradual release model in order to grow independent learners. This also includes an intervention component that our Title groups will utilize as they build on those student's classroom learning and offer opportunities for transfer. This curriculum will provide a systematic, explicit approach to phonics instruction as we support our students toward these goals.

| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | \$0<br>\$20,000 |          |  |
|--|-----------------|----------|--|
| Budgeted Expenditures in SFY 2024                                      | \$0             | Status   |  |
| Total Expenditures   | \$20,000        | Approved |  |

| Allocation Type           | Is this Item for the 20% Minimuim Le     | earning Loss Set Aside Expenditure  |
|---------------------------|--|---|
| Direct Allocation         | NO - this item is not marked for Learnir | ng Loss Set Aside Expenditure   |
| Account Name              | Account Number                           |   |
| Supplies-Instruction-Elem | 96542                                    |   |
| Function Code             | Object Code                              | Allowable Use   |
| 1000 - Instruction        | 610 - General Supplies and Materials     | 12 - Addressing learning loss among students, including vulnerable populations. |

NEW ITEM: Benchmark Phonics is a need within our PreK-5th grade building to close the learning gap that we've noticed within the last few years due to COVID. This phonics curriculum is based on the Science of Reading research and supports the components of Structured Literacy. Both whole group, as well as differentiation, is supported with this curriculum. This program includes print copies of decodable text, sound wall cards, sound-spelling cards, articulation videos, phonics and letter song videos, teacher manuals and assessments to utilize, student consumable texts that build vocabulary and background knowledge, and a scope and sequence within each level to support a gradual release model in order to grow independent learners. This also includes an intervention component that our Title groups and Special Education Department will utilize as they build on those student's classroom learning and offer opportunities for transfer. This curriculum will provide a systematic, explicit approach to phonics instruction as we support our students. These additional funds will support our phonics instruction for the next 5 years to ensure consistency and fidelity when working toward student literacy goals and will also provide a long range roadmap to address the learning loss of our students during the years of COVID.

| New                               |          |               |  |
|-----------------------------------|----------|---------------|--|
| Line Item Comment from KSDE       |          |               |  |
| Total Expenditures                | \$45,000 | Approved      |  |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |  |
| Budgeted Expenditures in SFY 2023 | \$45,000 |               |  |
| Budgeted Expenditures in SFY 2022 | \$0      |               |  |
| Budgeted Expenditures in SFY 2021 | \$0      |               |  |

| Allocation Type                    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |  |
|------------------------------------|---|---|--|--|
| Direct Allocation                  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |  |  |
| Account Name                       | Account Number  |   |  |  |
| Other Expense - Health             | 12550   |   |  |  |
| Function Code                      | Object Code   | Allowable Use                                       |  |  |
| 2100 - Support Services (Students) | 629 - Other   | 10 - Providing mental health services and supports. |  |  |

Due to Covid-19 implications, many of our students struggle to with peer socialization. Because of this, students mental health and ability to deal with student interactions have deteriorated. We would like to use ESSER 3 money to bring in Brooks Gibbs. Mr. Gibbs is a nationally recognized speaker on how to deal with adversity and bullying. I believe his presentation will help kids recognize and understand bullying, and how they can better manage peer interactions. We would like to bring Mr. Gibbs in at the beginning of the year, and then do a follow up presentation in the second semester. We feel that having two presentations would reinforce Mr. Gibb's message and help our kids the most.

| 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      | <u>Status</u> |  |
| Total Expenditures                        | \$12,000 | Approved      |  |
| Line Item Comment from KSDE New Line Item |          |               |  |

## **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

| C       |           | I           |
|---------|-----------|-------------|
| Current | Directory | Information |

| <u>District</u>     | Address                              | Mail Address                         |
|---------------------|--------------------------------------|--------------------------------------|
| Emporia             | 1700 West 7th, Emporia, KS 668012424 | P.O. Box 1008, Emporia, KS 668011008 |
|                     |                                      |                                      |
| Superintendent Name | Superintendent E-mail Address        | Superintendent Phone Number          |

# **Authorized Representative of the District Information**

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

# Plan for Safe Return

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

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

# Use of Funds for CDC Guidance

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

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

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

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

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

# **Stakeholder Engagement**

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

## Students

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

Ensuring students have adequate time to complete tasks.

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

In spite of the challenges of the pandemic, relationships with teachers are growing and they are stronger than previous years. Appreciating being in person to learn.

Students were also provided the opportunity to participate in a Stakeholder Survey. A summary of student input: Students mentioned teachers are creating resources to meet curriculum requirements.

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

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

## Families

In an attempt to seek input from as many stakeholders as possible, the district developed a Stakeholder Survey. All stakeholder groups, including families, were invited to participate in a Stakeholder Survey.

The Stakeholder Survey outlined each topic the district is initially considering in response to the current needs as a result of the pandemic.

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

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

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

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

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

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

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

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

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

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

# School and District Administrators including Special Education Administration

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

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

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

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

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

Math Resources:

Commonalities in responses:

Staff input in the adoption process: There were questions related to how materials would be chosen and what the district parameters would be for using the adopted resources. It is important that teachers be included in the selection of resources. Based on these questions, the district Teaching and Learning team shared a message to all staff on February 7, 2022, which outlined the curriculum adoption process which is primarily driven by staff input. This process was shared with staff earlier in the year as well.

District expectations: There were many questions regarding what the district expectations would be related to resource implementation. It is vital staff understand why consistency and evidence-based practices are needed in order for the district to best support the needs of students. This feedback will guide future professional development topics. The February Teaching and Learning message also shared how the development of parameters will be created which is also being done with input from staff.

Math skills included in the resource: Staff input included making sure the resource incorporates basic skills as well as application opportunities.

Materials: Staff and parents indicated the materials should include both print and online components so students can refer back to materials when needed. Staff also shared manipulatives and hands-on experiences are important.

Differentiated materials: Staff would like a resource that includes support for students who are struggling as well as materials for enrichment if at all possible. Ideally, the materials would include intervention resources.

Supplemental materials: Rarely does one resource meet the needs of all students or align with all curriculum standards. Staff input indicated clarity would need to be provided regarding the process for supplementing materials when needed. This will become part of the district parameters.

Professional development: Staff overwhelmingly stated that the initial professional development should come from the publishers rather than a teacher-train-teacher model. The school district does plan for the initial training to come from the publisher.

English Language Arts Resources:

When reviewing the English Language Arts input, many of the questions and concerns were the same as the math curriculum. These included input in the adoption process, district expectations, differentiated materials, supplemental materials and professional development.

Other questions and comments:

Components of Literacy Instruction: Staff inquired whether the resource would include phonics, phonemic awareness, fluency, comprehension and vocabulary instruction as well as resources to support writing. The goal of the district would be

to provide staff with a resource that addresses each of these areas.

Assessments: Staff expressed a need for common assessments, both formative and summative assessments. Many are creating their own which has led to inconsistency across the district.

## LETRS:

The district shared information regarding LETRS training with all elementary teachers (kindergarten through fifth grade) and secondary intensive reading and special education teachers in December. Over 40 staff members which also included instructional coaches and administrators expressed interest and commitment to participating in LETRS training. We will be providing information to preschool staff as well. Staff input through the stakeholder survey related to clarity of expectations for those teachers who participate in the training. Teaching and Learning staff will share again in an upcoming message to staff. Staff also wondered if this would be an ongoing training for staff who are not able to participate right now and for staff new to the district. This is something the district could consider for additional ESSER III funds.

## After School Program/Extended Learning Opportunities/Summer Program:

Staff and parent input was similar in these areas. Staff expressed support in having after school programs at each site so that transportation would not be an issue. Staff were in support of an after school program in which academics were a component. However, they also expressed a desire to maintain a balance between the learning/tutoring components as well as building social and recreational skills, making sure students had time to be kids without the pressure of academics. Staff seemed receptive to summer programs that do not look like a typical summer school experience, with an interest in creating a program that does not limit participation. Related to the extended learning option, staff did express some concern that students are tired at the end of the day, so while the option is timely for an intervention, it may not be productive for some students. Classified staff mentioned they would like the opportunity to assist when possible if the extra support could be provided by someone other than a certified teacher.

# Premium Pay:

ESSER I and ESSER II included premium pay for all staff members. The overall majority of input from staff for ESSER III emphasized premium pay would be supported as long as it included classified and certified staff. Some input did indicate the district should connect extra responsibilities to the premium pay rather than providing it to all staff. There does need to be clarity provided in terms of how often premium pay would be provided. This question came up in several responses. Another option that was shared was to use the ESSER III dollars to fund academic interventionists.

# Substitute Stipend:

While staff overall supports the idea of the substitute stipend due to the difficulty the district has had with finding substitutes for our classrooms, they also shared concerns that there may be other issues to evaluate in order to better support substitutes. Those issues include the increase of inappropriate behaviors of students, lack of clarity in substitute plans, and difficulty substitutes have with the technology. Another theme was to provide the stipend to substitutes who meet certain qualifications. Staff is concerned about the quality of substitutes based on the new guidance for receiving a substitute license, but they do understand the need.

# **Digital Platforms:**

Staff expressed clarity on which digital platforms were being considered and the process that would be used for teachers to provide input. During the Live Stream, it was shared that a technology survey would be conducted this spring to gain input from staff. The Teaching and Learning Department would also review usage reports to determine if the usage justified committing ESSER III funds to digital platforms. Staff did indicate support as a way to enhance remote instruction when needed or used. Like parents, staff also expressed maintaining a balance between using technology and not.

The plan was also presented to the District Professional Development Council (PDC) on February 3, 2022. There was some discussion about plan time pay if teachers were involved in extended learning opportunities. No other questions or concerns were presented. The group was supportive of what we had spent previous funds on and with ESSER III proposals.

Other input from teachers focused on financially compensating certified and classified staf

# Tribes

We made many attempts to locate and contact members of this group. District staff called our local Chamber of Commerce for information about individuals or groups we could reach out to. They also contacted Emporia State University to see if they had any tribal connections. The Teaching and Learning Department also reached out to the office of Kansas Native American Affairs to seek out additional input or contact information.

The Stakeholder Survey did have participants indicating they were Native American. The following input was provided by this group:

Math and Literacy Resources: The Native American population wanted to be assured that these resources would be available to all grade levels. USD 253 is approaching this task for all levels, preschool through secondary. They felt there has long been a focus on reading but little emphasis on mathematics so are appreciative that the district is now focusing on math as well.

LETRS Training for all preschool through elementary staff and any special education staff, reading specialists regardless of level and administrators: Concern was expressed that this initiative is a result of the state dyslexia legislation and felt that LETRS training should have been provided at an earlier time. This group recommended having one or two experts in each building.

After School Program; Extended Learning Option; and/or Summer Programs: Input from our Native American representation indicated support for these activities but would like them available to all students, not just those who are struggling. They expressed the importance of ensuring staff has successfully been vetted through a background check.

Premium Pay for staff and Substitute Stipend: In regards to premium pay for staff, the focus was on making sure classified staff receive the premium pay. From their perspective, classified staff has been overlooked.

Digital Platforms: This received the least amount of support from this group.

Other input from the Native American population who participated in the survey referenced items not related to ESSER III funding.

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

District staff made multiple phone calls between January 26, 2022 and February 1, 2022 to the Disability Rights Center and Kansas Human Rights in an effort to gain input. With those phone calls, either a message was left or district staff received another contact to reach out to where a message had to be left.

We also made many attempts to contact individuals or members from underrepresented groups, including the groups listed in the ESSER III application. District staff obtained the names of members of local groups who assist families in our area, particularly groups who may be underrepresented or underserved. The following is a list of a few individuals and/or groups we reached out to:

Hispanics of Today and Tomorrow (HOTT) - Veronica Sotelo - President Food for Students - Heather Wagner Healthier Lyon County - Daphne Mertens Communities in Schools of Mid-America - Victoria Partridge Big Brothers/ Big Sisters - Erica Turner Las Casitas Association - Victor Rodriguez SOS - Carrie Wedel and Connie Cahoone Disability Rights Center of Kansas - Lane Williams - Legal Director Disability Rights Center of Kansas Kansas Human Rights Commission ACLU-Kansas Kansas Action for Children Other groups: ECKAN, Disabled American Veterans, Kansas Human Rights ESSER III Flier

Input from these groups included:

Math and Literacy Resources: The input included a focus on ensuring staff received appropriate training. They were also interested in the level of expectations for teachers. This group wanted to ensure that while basic skills were addressed, real-world application would also be included.

LETRS Training for all preschool through elementary staff and any special education staff, reading specialists regardless of level and administrators: The stakeholders representing the minority group expressed an interest that teachers beyond the preschool through second grade be offered the opportunity since many students are struggling with reading beyond fourth grade. USD 253 would offer the opportunity to all elementary staff regardless of level, as well as secondary staff who provide special education services or intensive reading instruction.

After School Program; Extended Learning Option; and/or Summer Programs: This group appreciated the opportunity to offer additional academic support beyond the school day. Questions related to how the programs would be staffed as well as the structure. Since the survey was provided to gather initial input, the details have not been developed. USD 253 would need to provide information to the community related to these structures if the district decides to use ESSER III funds for these initiatives. This group also indicated there is a need to provide these opportunities for students at all levels, not just students who are struggling academically.

Premium Pay for staff and Substitute Stipend: Similar to all other groups, the focus was making sure classified staff will be considered for the premium pay.

Digital Platforms: The stakeholders representing our minority population referred to reviewing usage data to determine if there is a need to continue with these platforms. They expressed concern with students spending too much time on technology.

Other input from the survey for the group representing the minority population was focused on finding ways to retain staff.

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

On Friday, February 4, 2022, Mr. Jared Giffin Interim Associate Executive Director of Teaching and Learning and District Migrant Director along with Patricia Saenz-Reyes, District Migrant Liaison, met with Alejandro Cabero - Kansas Title I, Part C Program Identification and Recruitment Coordinator for the Eastern Kansas State ID&R Office and Griselda Sterly, Recruiter for the Eastern Kansas State ID&R Office. The primary purpose of the meeting was to discuss identification and recruitment of Migrant families, however we mentioned our ESSER III plan to them and asked if they had heard what other districts might be considering with their plans. They did not have any specific ideas for things we should consider at that time. They asked us to fill out a survey on our Migrant program and are asking the same of other districts. Perhaps there will be some ideas from other districts we can use in future applications. Because of decreasing funds in our allocation, it may be necessary to use ESSER funds to support our Migrant program in future ESSER III conversations and applications.

ESSER III information was presented on Friday, February 11, 2022 to the USD253 Multi-Disciplinary Team. This group is composed of many community agencies who come together to collaborate about individual case referrals for troubled students in our schools who are experiencing difficulties. Groups represented include private therapists, our community mental health center Crosswinds, the Lyon County Attorney's Office, Lyon County Community Corrections, the Department of Children and Families, Flint Hills Special Education Cooperative, and USD253. This group works with many members of our community, particularly students who may have disabilities affecting their ability to function, who may be in underserved or underrepresented groups, students in foster care, or students who are incarcerated. The flier mentioned above was used to provide information to this group. No specific concerns were raised regarding the ideas we were proposing.

Participants in the stakeholder survey also represented children with disabilities, children in foster care, and children where English is not their native language. Their input included:

Math and Literacy Resources: Questions were asked regarding the level of autonomy teachers would have. They were concerned with allowing them the ability to differentiate for students. There was some concern with pushing students too hard to make up for lost time. This group also emphasized the importance of resources aligning to state standards.

LETRS Training for all preschool through elementary staff and any special education staff, reading specialists regardless of level and administrators: This stakeholder group also expressed an interest that teachers beyond the preschool through second grade be offered the opportunity since many students are struggling with reading beyond fourth grade. USD 253 would offer the opportunity to all elementary staff regardless of level, as well as secondary staff who provide special education services or intensive reading instruction. They were concerned with asking staff to participate in training outside of their contractual hours.

After School Program; Extended Learning Option; and/or Summer Programs: For this stakeholder group, they indicated a need to make sure these opportunities are open to all students. There were also questions regarding who would lead these programs. Those questions were answered during the LIve Stream session.

Premium Pay for staff and Substitute Stipend: Similar to all other groups, the focus was making sure classified staff will be considered for the premium pay. This group did share support for using ESSER III funding to support retention of staff, if needed, in order to better provide academic intervention support.

Digital Platforms: The stakeholders representing this stakeholder group also referred to reviewing usage data to determine if there is a need to continue with these platforms. They feel this decision should be made with the input of teaching staff. They expressed concern with students spending too much time on technology.

Other input from the survey for the group included ensuring teachers have the resources and skills to support students as they work toward closing the learning gap as well as adequate compensation for staff.

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

### Gathering Input:

District administration developed a survey to be distributed to as many stakeholders as possible. We provided information about the items we were including in our plan. We asked for their input in the form of rating their level of support for each item using a basic scale. We also offered an opportunity for them to provide additional suggestions or to ask questions. The following was the information included in the message that was sent out on 2-2-22 along with a link to the survey. Thank you for your continued support of our schools! We are excited to share with you an opportunity to provide some input and feedback on how we identify, prioritize, and invest in our school district through the use of ESSER III funding. The purpose of ESSER III funding is to address the impact of the COVID-19 pandemic on students by mitigating the learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. We will submit an application for our ESSER III funds to the Kansas State Department of Education which includes input and engagement from a variety of stakeholders on how best to prioritize use of these funds. Your input will impact how ESSER III funds are spent across the school district. Please take a few minutes to provide your feedback by completing LINK TO SURVEY:

https://docs.google.com/forms/d/e/1FAIpQLSey7x5IYvBYE-74VT2EgdaeO2A887QQGrcBtsTPNSdQwgM29A/viewform Please complete by 8:00am, Tuesday, February 8, 2022. Additionally, make plans to join us on Thursday, February 10th at 4:00 PMP for a live-stream Q&A session where we will discuss questions from the survey. Thank you in advance for your input, participation, and engagement in this process.

Listening Tours with district administrators took place from December to January. These Listening Tours were held at each school building site.

Multiple meetings between district administration and stakeholder groups including Emporia State University leadership, Migrant, the community Multidisciplinary team, meetings with Board members and meetings with administration were held to share information and gather input.

Analyzing the Input: 442 people responded to the survey, which was available for completion for one calendar week. The information they provided in both the ratings sections and the final question were then reviewed by our District Support Team. We sorted the data looking for common themes or questions.

Responding to Questions: The common themes and questions from the survey became the basis of a Live Stream presentation on Thursday, February 10, 2022. Not only did we address questions posed on the survey, we allowed for viewers to interact by posing questions through the 'chat' feature. The Live Stream format was used due to the continued high number of positive COVID cases in our community. We did not feel that gathering a large group of people in one space was safe. Included here is a link to the presentation: LINK TO LIVE STREAM - https://boxcast.tv/channel/emporia-public-schools---qa-session-926493 District administration will also be posting answers to the common themes to our district website.

Additional activities for seeking input: Our local newspaper, The Emporia Gazette, interviewed our Interim Executive Director of Teaching and Learning, Mrs. Judy Stanley on Thursday, February 3, 2022 about the ESSER III proposal. An article was published in the paper for members of our community and the surrounding area to learn more. We appreciate this opportunity to provide transparency into our plan and to solicit input and stakeholders.

Numerous attempts were made to connect with members of all of the specific groups listed. We had great difficulty with being able to make direct contact with some groups, specifically tribes and civil rights organizations. The Director of Special Education was largely involved in the development of the plan and has included the Flint Hills Special Education Leadership Team in discussions. Staff went above and beyond to try to locate members of each group to meet with and invite to our meetings. All of the representative groups were included on the survey. District leadership looked specifically at responses from individuals who may have indicated a connection with these groups.

Based on the feedback gathered, stakeholders' overall support was positive for using ESSER III funds for the majority of the activities the district is considering. The area receiving the least support was digital platforms. It is important to the groups to take teacher use and input into consideration, however, digital platforms are not a priority. The overwhelming majority support using ESSER III funds to support staff needs and provide what is necessary to improve learning loss.

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

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

USD253 students have experienced some learning loss as a result of the COVID-19 pandemic. On the 2021 Kansas Math Assessment, 45% of all students scored in Level 1 compared to 33% on the 2019 Kansas Math Assessment. A student at Level 1 shows a limited ability to understand and use the mathematics, English language arts, or science skills and knowledge needed for college and career readiness. These trends were consistent in all subgroups where Hispanic students in level 1 dropped from 40% to 54%, students in poverty dropped from 40% to 52%, English Language Learners dropped from 55% to 72%, and students with disabilities dropped from 60% to 70& from 2019 to 2021. Another key piece of data that described our learning loss is the number of 9-12 students who feel behind on credits. 192 students did not earn enough credits during the 2020-21 school year to move to the next grade level, of those students 58% were in 9th grade. On the 2021 Kansas English Language Arts assessment, 33% of all students. 40 of Hispanic students, 41% of students in poverty, 60% of English Language Learners, and 63% of students with disabilities scored at Level 1.

Math and reading data from state assessments show an increase of students in the bottom two categories. FastBridge assessments also indicate the overall majority of our students at some risk or high risk. Our students receiving special education services or English as a Second Language services consistently perform lower than our general education population.

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

Math and English Language Arts core and intervention resources: Student data in math and reading indicate a steady decline in performance across all assessments since the pandemic began. Emporia is a diverse community with a large Hispanic and ELL population. We also have a large population of low SES students in our district. Our current resources are not meeting the needs of any of our at-risk populations, nor our all student group, which tells us our core resources and curriculum are not working. The current resources for math no longer align with evidence-based practices and will not meet the needs of students and staff as we work toward learning recovery. The district is reviewing core math resources this year and would like to utilize ESSER III funds to purchase new core math resources to address the learning loss. Our math data shows that this is our greatest area of need.

The English Language Arts curriculum addresses the areas of reading, writing, speaking and listening. Student data in reading indicates a steady decline in performance across all assessments since the pandemic began. The current resources for reading no longer align with evidence-based practices and will not meet the needs of students and staff as we work toward learning recovery. The district is planning to review core ELA resources in the 2022-2023 school year and would like to utilize ESSER III funds to purchase new core reading resources.

Consistent evidence-based resources are critical to student success as they move through our school system and that begins with a solid core curriculum and resources to use at the Tier I level. As we review materials, one of the components our stakeholders have identified as a need is in the area of intervention and remedial resources. As we review math resources these are some key elements we will look for to help meet the needs of our subgroups of students who are most underserved and who are in need of intervention at the Tier 2 and Tier 3 levels.

For both math and reading resources, the district will utilize EdReports (https://www.edreports.org/) to identify initial resources for review. All resources must receive the highest rating for each area evaluated in EdReports and for each grade level to ensure only high quality and evidence-based materials are our focus. Particular care will be taken to ensure resources align with the science of reading (https://journal.imse.com/what-is-the-science-of-

reading/#:~:text=The%20Science%20of%20Reading%20is,psychology%2C%20neurology%2C%20and%20more). Academic Interventionists: Declining enrollment over the last few years has led to the district needing to reduce the number of staff at each building. With the large number of students showing learning loss, the district recognizes additional staff is needed to support intensive interventions. Stakeholders shared concern with decreasing the amount of instructional strategists throughout the district to adjust for the decline in enrollment when there is an increase of need. USD 253 would like to utilize ESSER III funds to place an academic interventionist at each building to assist with the academic learning loss. USD 253 must have an adequate number of staff in order to provide the highest level of multi-tiered systems of support (MTSS) (https://www.ksdetasn.org/mtss). ESSER III funds would allow for us to meet this need.

LETRS Training: LETRS compliments and supports the implementation of programs aligned with scientifically-based reading research. Modules focus on phonology, phoneme awareness, phonics, the writing system (orthography), vocabulary, fluency, and comprehension. The LETRS process supports the science of reading and aligns with the state dyslexia initiative. LETRS is the professional learning program rooted in the science of reading that empowers teachers. Teachers gain essential skills to master the fundamentals of literacy instruction required to apply and transform student learning. https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs research summary 8-31-18.pdf

KSDE has earmarked a portion of state ESSER funds to provide this training free of charge to preschool through second grade general education and special education teachers. USD 253 hopes to supplement those funds with district ESSER funds to train and empower a larger number of teachers to positively impact student learning and address learning loss. This would include any special education teacher at the elementary, middle school, and high school levels, instructional coaches, school psychologists, and administrators. LETRS training requires one-year time commitment from preschool teachers and a two-year-time commitment for elementary through secondary participants. All training will be outside of the staff member's contracted time. USD #253 would use ESSER III funding to pay for registration for staff not covered by the KSDE portion as well as a stipend to staff to compensate them for their time.

Extended Learning/After School Program/Summer Program: USD 253 would like to use ESSER III funds to offer three opportunities to students that happen outside of the school day:

Extended Learning: Elementary through secondary students who are showing a need would be provided opportunities for tutoring either before or after school. Providing students with extended learning time can provide opportunities for students to receive academic assistance before they fall too far behind. One way to provide extended learning time is through high-quality tutoring outside the school day. This time would also provide high school students the opportunity to participate in credit recovery for classes they may have not passed in a previous trimester.

http://www.timeandlearning.org/sites/default/files/resources/caseformorelearningtime.pdf

After School Program: After school programs that focus on the improvement of academics, and multicomponent programs, which offer a range of activities, have the largest number of effective options, similar to those in the 21st Century Community Learning Centers program. Emporia Public Schools have experienced learning loss reflected in state and local assessments and is building a relationship with the branded program Boys and Girls Clubs. We would like to offer multicomponent after school services in Emporia under the ESSER III program. Evidence to support quality after school programs can be found here: https://www.afterschoolalliance.org/AfterschoolSnack/Evidence-of-effectiveness-Afterschool-programs-meeting-ESSA-s\_03-15-2019.cfm As a summary of the research, effective afterschool programs include a mix of domains, including mathematics achievement, reading/ELA achievement, science achievement, physical activity/health, and social emotional competencies. Researchers found few instances of statistically significant negative outcomes for students, and found effective programs at all grade levels and program type.

Summer Program: USD 253 would like to use ESSER III funds to create summer program opportunities that encourage academic involvement throughout to reduce lost academic learning time. These would not be typical summer school programs but would focus on encouraging reading, application of math, project-based learning, and other opportunities to engage students in learning. Another strategy might be targeting instruction and strategies to the areas of highest need. ESSER III funds could also be used to support our migrant summer program. It is important for students to remain engaged in learning activities throughout the summer break. Summertime can widen the achievement gap between low-income and more-affluent families. Summer programs that are targeted to the needs, intentionally designed, and well attended, typically produce positive outcomes. https://files.eric.ed.gov/fulltext/EJ1173313.pdf

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

Premium Pay: The COVID-19 pandemic has caused our teachers and support staff to take on additional responsibilities, endure some unforeseen financial expenses, and experience elevated safety concerns. USD 253 utilized ESSER I and ESSER II funds to provide premium pay to all staff to compensate for the additional burden of responsibilities COVID-19 has placed on staff. Premium pay has been an allowable use of federal funds provided to Emporia Public Schools during the pandemic. Emporia Public Schools would again like to offer our staff premium pay with hopes of reducing the burden caused by the pandemic through ESSER III funds.

Substitute Stipend: During the COVID-19 pandemic, Emporia Public Schools have experienced higher than normal staff absenteeism rates and reduced availability of substitute teachers. These factors have caused our schools to combine classrooms and required current teachers to cover other classes during their plan time. A strategy that is allowable under federal guidelines is incentive compensation. Emporia Public Schools would like to provide our substitute teachers with a stipend in hopes of attracting more substitute teachers to the pool.

Digital Platforms: During the pandemic, the district used ESSER funds to purchase technology platforms to make remote teaching and learning more engaging and effective. These subscriptions expire either later this year or next school year. It may be necessary to renew these district licenses. A survey will be conducted on usage of these programs to determine whether the district will continue to fund them with ESSER dollars.

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

USD 253 will utilize observation data, state assessment data, FastBridge data, and social emotional measures such as SAEBRS and care calls to monitor the implementation of the interventions. USD 253 will ensure equitable access to all academic, social, emotional, and mental health interventions for all students and subgroups by creating explicit parameters for their use. District leadership will maintain regular data discussions with building leadership to monitor progress and areas for growth for all students, with particular focus on subgroups.

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$6,197,500              | \$0                | \$6,197,500             | ESSER III Allocations | \$1,239,500 |
| Approved Total        | \$4,085,440              | \$0                | \$4,085,440             | Approved Total        | \$2,647,240 |
| Amount Left           | \$2,112,060              | \$0                | \$2,112,060             | Amount Still Needed   | \$0         |
| In Review Total       | \$595,958                | \$0                | \$595,958               | In Review Total       | \$0         |
| Amount Left           | \$1,516,102              | \$0                | \$1,516,102             | Amount Still Needed   | \$0         |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 253-3-0024 | Direct             | False            | 2200             | 733            | 11B              | \$30,000           | Task Force Review |
| 253-3-0025 | Direct             | False            | 1000             | 600            | 11B              | \$26,000           | Task Force Review |
| 253-3-0026 | Direct             | False            | 2200             | 650            | 11B              | \$5,843            | Task Force Review |
| 253-3-0028 | Direct             | False            | 1000             | 110            | 11B              | \$164,724          | Task Force Review |
| 253-3-0029 | Direct             | False            | 1000             | 120            | 11B              | \$158,532          | Task Force Review |
| 253-3-0030 | Direct             | False            | 2200             | 110            | 11B              | \$79,266           | Task Force Review |
| 253-3-0031 | Direct             | False            | 2200             | 120            | 11B              | \$52,860           | Task Force Review |
| 253-3-0032 | Direct             | False            | 1000             | 220            | 11B              | \$72,600           | Task Force Review |
| 253-3-0033 | Direct             | False            | 3100             | 121            | 11B              | \$6,133            | Task Force Review |
| 253-3-0001 | Direct             | False            | 1000             | 151            | 16               | \$450,000          | Approved          |
| 253-3-0003 | Direct             | False            | 1000             | 152            | 16               | \$500,000          | Approved          |
| 253-3-0004 | Direct             | False            | 1000             | 220            | 16               | \$75,000           | Approved          |
| 253-3-0005 | Direct             | True             | 1000             | 640            | 12               | \$982,240          | Approved          |
| 253-3-0006 | Direct             | False            | 1000             | 580            | 12               | \$7,150            | Approved          |
| 253-3-0007 | Direct             | False            | 1000             | 110            | 16               | \$121,500          | Approved          |
| 253-3-0008 | Direct             | False            | 1000             | 220            | 16               | \$9,300            | Approved          |
| 253-3-0009 | Direct             | True             | 1000             | 110            | 12               | \$40,000           | Approved          |
| 253-3-0010 | Direct             | True             | 1000             | 120            | 12               | \$20,000           | Approved          |
| 253-3-0011 | Direct             | True             | 1000             | 220            | 12               | \$5,000            | Approved          |
| 253-3-0013 | Direct             | True             | 2100             | 300            | 11B              | \$500,000          | Approved          |
| 253-3-0014 | Direct             | True             | 2100             | 600            | 11B              | \$100,000          | Approved          |
| 253-3-0015 | Direct             | False            | 1000             | 115            | 16               | \$88,500           | Approved          |
| 253-3-0016 | Direct             | False            | 1000             | 220            | 16               | \$6,500            | Approved          |
| 253-3-0017 | Direct             | True             | 2200             | 110            | 16               | \$925,000          | Approved          |
| 253-3-0018 | Direct             | True             | 2200             | 220            | 16               | \$75,000           | Approved          |
| 253-3-0019 | Direct             | False            | 2200             | 110            | 12               | \$8,500            | Approved          |
| 253-3-0020 | Direct             | False            | 2200             | 110            | 12               | \$9,400            | Approved          |
| 253-3-0021 | Direct             | False            | 2000             | 220            | 12               | \$2,500            | Approved          |
| 253-3-0022 | Direct             | False            | 2200             | 300            | 12               | \$159,850          | Approved          |

# Line Item Details

| Line Item ID: 253-3-0024                         |   |   |  |
|--|---|---|--|
| Allocation Type                                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
| Direct Allocation                                | NO - this item is not marked for Learnin                              | g Loss Set Aside Expenditure  |  |
| Account Name                                     | Account Number  |   |  |
| Child Care Furniture                             | 075 E 2200 00 0000 000 00 733   |   |  |
| Function Code                                    | Object Code   | Allowable Use   |  |
| 2200 - Support Services (Instructional<br>Staff) | 733 - Furniture and Fixtures  | 11B - Planning and implementing supplemental after-school programs. |  |

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

USD #253 is requesting ESSER III funds to support four child care classrooms for district staff members. The pandemic caused local child care centers and home day cares to shut down. Like many communities, many of Emporia's child care options did not reopen after the pandemic. This has caused us to lose many staff, certified and classified, due to them not being able to locate child care for their children. A survey was conducted of staff members with 42 indicating they needed and/or would use child care provided by the school district. USD #253 continues to struggle with filling positions since the pandemic. The child care classrooms would allow current staff who are unable to find child care to continue employment with the school district. The requested funds would be utilized for Age appropriate furniture, for four classrooms.

| Budgeted Expenditures in SFY 2021 | \$0      |                   |
|-----------------------------------|----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0      |                   |
| Budgeted Expenditures in SFY 2023 | \$0      |                   |
| Budgeted Expenditures in SFY 2024 | \$30,000 | <u>Status</u>     |
| Total Expenditures                | \$30,000 | Task Force Review |
|                                   |          |                   |
| Line Item Comment from KSDE       |          |                   |

| Allocation Type     | Is this Item for the 20% Minimuim      | Learning Loss Set Aside Expenditure                                  |  |  |
|---------------------|--|--|--|--|
| Direct Allocation   | NO - this item is not marked for Learn | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
| Account Name        | Account Number                         |  |  |  |
| Child Care Supplies | 075 E 1000 00 0000 000 00 600          |  |  |  |
| Function Code       | Object Code                            | Allowable Use  |  |  |
| 1000 - Instruction  | 600 - SUPPLIES AND MATERIALS           | 11B - Planning and implementing supplemental after-school programs.  |  |  |

USD #253 is requesting ESSER III funds to support four child care classrooms for district staff members. The pandemic caused local child care centers and home day cares to shut down. Like many communities, many of Emporia's child care options did not reopen after the pandemic. This has caused us to lose many staff, certified and classified, due to them not being able to locate child care for their children. A survey was conducted of staff members with 42 indicating they needed and/or would use child care provided by the school district. USD #253 continues to struggle with filling positions since the pandemic. The child care classrooms would allow current staff who are unable to find child care to continue employment with the school district. The requested funds would be utilized to purchase toys for the children to paly with in four different classrooms

| Budgeted Expenditures in SFY 2021 | \$0      |                   |
|-----------------------------------|----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0      |                   |
| Budgeted Expenditures in SFY 2023 | \$0      |                   |
| Budgeted Expenditures in SFY 2024 | \$26,000 | <u>Status</u>     |
| Total Expenditures                | \$26,000 | Task Force Review |
| Line Item Comment from KSDE       |          |                   |
| New                               |          |                   |

| Allocation Type                        | Is this Item for the 20% Minimuim Le                                 | earning Loss Set Aside Expenditure  |
|--|--|-------------------------------------|
| Direct Allocation                      | NO - this item is not marked for Learning Loss Set Aside Expenditure |                                     |
| Account Name                           | Account Number   |                                     |
| Child Care Technology Equipment        | 075 E 2200 00 0000 000 00 650  |                                     |
| Function Code                          | Object Code  | Allowable Use                       |
| 2200 - Support Services (Instructional | 650 - Supplies-Technology Related                                    | 11B - Planning and implementing     |
| Staff)                                 |  | supplemental after-school programs. |

USD #253 is requesting ESSER III funds to support four child care classrooms for district staff members. The pandemic caused local child care centers and home day cares to shut down. Like many communities, many of Emporia's child care options did not reopen after the pandemic. This has caused us to lose many staff, certified and classified, due to them not being able to locate child care for their children. A survey was conducted of staff members with 42 indicating they needed and/or would use child care provided by the school district. USD #253 continues to struggle with filling positions since the pandemic. The child care classrooms would allow current staff who are unable to find child care to continue employment with the school district. The requested funds would be utilized for Technology (iPads for communication with parents, check in/out; television and computer; technology for supervisor). The cost of this again would be spread out between four classrooms.

| Budgeted Expenditures in SFY 2021 | \$0     |                   |
|-----------------------------------|---------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0     |                   |
| Budgeted Expenditures in SFY 2023 | \$0     |                   |
| Budgeted Expenditures in SFY 2024 | \$5,843 | <u>Status</u>     |
| Total Expenditures                | \$5,843 | Task Force Review |
| Line Item Comment from KSDE       |         |                   |
|                                   |         |                   |

| Allocation Type                       | <u>Is this Item for the 20% Minimuim Lea</u> | arning Loss Set Aside Expenditure   |
|---------------------------------------|--|-------------------------------------|
| Direct Allocation                     | NO - this item is not marked for Learning    | g Loss Set Aside Expenditure        |
| Account Name                          | Account Number                               |                                     |
| Child Care Salary for Classroom Staff | 075 E 1000 01 0000 751 00 110                |                                     |
| Function Code                         | Object Code                                  | Allowable Use                       |
| 1000 - Instruction                    | 110 - Regular Certified Salaries             | 11B - Planning and implementing     |
|                                       |  | supplemental after-school programs. |

USD #253 is requesting ESSER III funds to support four child care classrooms for district staff members. The pandemic caused local child care centers and home day cares to shut down. Like many communities, many of Emporia's child care options did not reopen after the pandemic. This has caused us to lose many staff, certified and classified, due to them not being able to locate child care for their children. A survey was conducted of staff members with 42 indicating they needed and/or would use child care provided by the school district. USD #253 continues to struggle with filling positions since the pandemic. The child care classrooms would allow current staff who are unable to find child care to continue employment with the school district. The requested funds would be utilized for Salaries for classroom staff.

Ten classroom staff split between line item 253-3-0028 and 253-3-0029 depending on what level of education each of these staff members have.

| Budgeted Expenditures in SFY 2021 | \$0       |                   |
|-----------------------------------|-----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0       |                   |
| Budgeted Expenditures in SFY 2023 | \$0       |                   |
| Budgeted Expenditures in SFY 2024 | \$164,724 | <u>Status</u>     |
| Total Expenditures                | \$164,724 | Task Force Review |
|                                   |           |                   |
| Line Item Comment from KSDE       |           |                   |
| Line Item Comment from KSDE       |           |                   |

| Allocation Type            | <u>Is this Item for the 20% Minimuim Le</u> | earning Loss Set Aside Expenditure                                   |  |  |
|----------------------------|---|--|--|--|
| Direct Allocation          | NO - this item is not marked for Learning   | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
| Account Name               | Account Number                              |  |  |  |
| Child Care Classroom Staff | 075 E 1000 01 0000 751 00 120               | 075 E 1000 01 0000 751 00 120  |  |  |
| Function Code              | Object Code                                 | Allowable Use  |  |  |
| 1000 - Instruction         | 120 - Regular Non-Certified Salaries        | 11B - Planning and implementing                                      |  |  |
|                            |   | supplemental after-school programs.                                  |  |  |

USD #253 is requesting ESSER III funds to support four child care classrooms for district staff members. The pandemic caused local child care centers and home day cares to shut down. Like many communities, many of Emporia's child care options did not reopen after the pandemic. This has caused us to lose many staff, certified and classified, due to them not being able to locate child care for their children. A survey was conducted of staff members with 42 indicating they needed and/or would use child care provided by the school district. USD #253 continues to struggle with filling positions since the pandemic. The child care classrooms would allow current staff who are unable to find child care to continue employment with the school district. The requested funds would be utilized for Salaries for classroom staff.

Ten classroom staff split between line item 253-3-0028 and 253-3-0029 depending on what level of education each of these staff members have.

| Allocation Type                        | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |                                     |
|--|---|-------------------------------------|
| Direct Allocation                      | NO - this item is not marked for Learning Loss Set Aside Expenditure  |                                     |
| Account Name                           | Account Number  |                                     |
| Child Care Assistant Salaries          | 075 E 2200 01 0000 751 00 110   |                                     |
| Function Code                          | Object Code   | Allowable Use                       |
| 2200 - Support Services (Instructional | 110 - Regular Certified Salaries                                      | 11B - Planning and implementing     |
| Staff)                                 |   | supplemental after-school programs. |

USD #253 is requesting ESSER III funds to support four child care classrooms for district staff members. The pandemic caused local child care centers and home day cares to shut down. Like many communities, many of Emporia's child care options did not reopen after the pandemic. This has caused us to lose many staff, certified and classified, due to them not being able to locate child care for their children. A survey was conducted of staff members with 42 indicating they needed and/or would use child care provided by the school district. USD #253 continues to struggle with filling positions since the pandemic. The child care classrooms would allow current staff who are unable to find child care to continue employment with the school district. The requested funds would be utilized for Salaries for two floating assistant providers who will serve as substitutes or provide additional assistance when need.

| Budgeted Expenditures in SFY 2021 | \$0      |                   |
|-----------------------------------|----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0      |                   |
| Budgeted Expenditures in SFY 2023 | \$0      |                   |
| Budgeted Expenditures in SFY 2024 | \$79,266 | <u>Status</u>     |
| Total Expenditures                | \$79,266 | Task Force Review |
| Line Item Comment from KSDE       |          |                   |
| New                               |          |                   |

| Allocation Type                        | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |                                     |
|--|---|-------------------------------------|
| Direct Allocation                      | NO - this item is not marked for Learning Loss Set Aside Expenditure  |                                     |
| Account Name                           | Account Number  |                                     |
| Child Care Supervisor Salary           | 075 E 2200 01 0000 751 00 120   |                                     |
| Function Code                          | Object Code   | Allowable Use                       |
| 2200 - Support Services (Instructional | 120 - Regular Non-Certified Salaries                                  | 11B - Planning and implementing     |
| Staff)                                 |   | supplemental after-school programs. |

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| Budgeted Expenditures in SFY 2021 | \$0      |                   |
|-----------------------------------|----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0      |                   |
| Budgeted Expenditures in SFY 2023 | \$0      |                   |
| Budgeted Expenditures in SFY 2024 | \$52,860 | <u>Status</u>     |
| Total Expenditures                | \$52,860 | Task Force Review |
| Line Item Comment from KSDE       |          |                   |
| New                               |          |                   |

| Allocation Type            | <u>Is this Item for the 20% Minimuim L</u> | earning Loss Set Aside Expenditure                                   |  |
|----------------------------|--|--|--|
| Direct Allocation          | NO - this item is not marked for Learn     | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
| Account Name               | Account Number                             |  |  |
| Child Care Salary Benefits | 075 E 1000 01 0000 751 00 220              |  |  |
| Function Code              | Object Code                                | Allowable Use  |  |
| 1000 - Instruction         | 220 - Social Security Contributions        | 11B - Planning and implementing supplemental after-school programs.  |  |

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| Budgeted Expenditures in SFY 2021 | \$0      |                   |
|-----------------------------------|----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0      |                   |
| Budgeted Expenditures in SFY 2023 | \$0      |                   |
| Budgeted Expenditures in SFY 2024 | \$72,600 | <u>Status</u>     |
| Total Expenditures                | \$72,600 | Task Force Review |
| Line Item Comment from KSDE       |          |                   |
|                                   |          |                   |

| Allocation Type                | <u>Is this Item for the 20% Minimuim Le</u> | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |
|--------------------------------|---|---|--|
| Direct Allocation              | NO - this item is not marked for Learnin    | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |
| Account Name                   | Account Number                              |   |  |
| Child Care Food Service        | 075 E 3100 01 0000 000 00 121               |   |  |
| Function Code                  | Object Code                                 | Allowable Use   |  |
| 3100 - Food Service Operations | 121 - Full-Time Non-Certified Salaries      | 11B - Planning and implementing supplemental after-school programs    |  |

USD #253 is requesting ESSER III funds to support four child care classrooms for district staff members. The pandemic caused local child care centers and home day cares to shut down. Like many communities, many of Emporia's child care options did not reopen after the pandemic. This has caused us to lose many staff, certified and classified, due to them not being able to locate child care for their children. A survey was conducted of staff members with 42 indicating they needed and/or would use child care provided by the school district. USD #253 continues to struggle with filling positions since the pandemic. The child care classrooms would allow current staff who are unable to find child care to continue employment with the school district. The requested funds would be utilized for Salaries for food service providers on non-student days.

| \$0     |                       |
|---------|-----------------------|
| \$0     |                       |
| \$0     |                       |
| \$6,133 | <u>Status</u>         |
| \$6,133 | Task Force Review     |
|         |                       |
|         |                       |
| -       | \$0<br>\$0<br>\$6,133 |

| Allocation Type   | <u>Is this Item for the 20% Minimuim Lea</u>  | arning Loss Set Aside Expenditure  |
|---|---|--|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure <u>Account Number</u>  |  |
| Account Name  |   |  |
| Certified Premium Pay   | 075 E 1000 01 0000 000 00 151   |  |
| Function Code   | Object Code   | Allowable Use  |
| 1000 - Instruction  | 151 - Additional compensation paid to teachers  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |
| •   | in the account and how they will address  |  |
| Additional pay negotiated through the b<br>taken by the board of education.<br>The pay will be between \$100 to \$500. I  | argaining group for licensed personnel and<br>t depends on if they are full time or part tim  | made available to all staff through actior   |
| Additional pay negotiated through the b<br>taken by the board of education.<br>The pay will be between \$100 to \$500. I<br>the entire semester or a portion of the se  | argaining group for licensed personnel and<br>t depends on if they are full time or part tim  | made available to all staff through actior   |
| Additional pay negotiated through the b<br>taken by the board of education.<br>The pay will be between \$100 to \$500. I<br>the entire semester or a portion of the se<br><b>Budgeted Expenditures in SFY 2021</b>  | argaining group for licensed personnel and<br>t depends on if they are full time or part tim<br>emester.  | made available to all staff through actior   |
| Additional pay negotiated through the b<br>taken by the board of education.<br>The pay will be between \$100 to \$500. I<br>the entire semester or a portion of the se<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | argaining group for licensed personnel and<br>t depends on if they are full time or part tim<br>emester.<br>\$0                                   | made available to all staff through actior   |
| Additional pay negotiated through the b<br>taken by the board of education.<br>The pay will be between \$100 to \$500. I<br>the entire semester or a portion of the se<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | argaining group for licensed personnel and<br>t depends on if they are full time or part time<br>emester.<br>\$0<br>\$0                           | made available to all staff through actior   |
| Additional pay negotiated through the b<br>taken by the board of education.   | argaining group for licensed personnel and<br>t depends on if they are full time or part time<br>emester.<br>\$0<br>\$0<br>\$225,000              | made available to all staff through action   |
| Additional pay negotiated through the b<br>taken by the board of education.<br>The pay will be between \$100 to \$500. I<br>the entire semester or a portion of the se<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023 | argaining group for licensed personnel and<br>t depends on if they are full time or part time<br>emester.<br>\$0<br>\$0<br>\$225,000<br>\$225,000 | made available to all staff through action<br>the and if they were actively employed for<br><u>Status</u>    |

| Allocation Type   | <u>Is this Item for the 20% Minimuim Le</u>  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |
|---|--|--|--|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure<br>Account Number   |  |  |
| Account Name  |  |  |  |
| Classified Premium Pay  | 075 E 1000 01 0000 000 00 152  |  |  |
| Function Code   | Object Code  | Allowable Use  |  |
| 000 - Instruction   | 152 - Additional compensation paid to instructional aides and assistants   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |  |
| Please describe the expenditures with   | in the account and how they will address   | a COVID-19 need  |  |
| Additional pay negotiated through the b<br>taken by the board of education.   | argaining group for licensed personnel and   | l made available to all staff through actior   |  |
| The pay will be between \$100 and \$500  <br>are employed for the entire semester or  | per classified employee. It will depend on i<br>a portion of the semester.   | f they are full time or part time and if they  |  |
| Budgeted Expenditures in SFY 2021   | \$0  |  |  |
| Budgeted Expenditures in SFY 2022   | \$0  |  |  |
| Budgeted Expenditures in SFY 2023   | \$250,000  |  |  |
| Budgeted Expenditures in SFY 2024   | \$250,000  | <u>Status</u>  |  |
|   |  |  |  |
| Line Item Comment from KSDE   | \$500,000<br>onal aides/assistants?  | Approved   |  |
| Line Item Comment from KSDE<br>Could you provide the cost per instructio  |  | Approved   |  |
| Line Item Comment from KSDE<br>Could you provide the cost per instruction<br>ne Item ID: 253-3-0004   |  |  |  |
| Line Item Comment from KSDE<br>Could you provide the cost per instruction<br>ne Item ID: 253-3-0004<br>Allocation Type  | onal aides/assistants?   | arning Loss Set Aside Expenditure  |  |
| Line Item Comment from KSDE<br>Could you provide the cost per instruction<br>ne Item ID: 253-3-0004<br>Allocation Type<br>Direct Allocation   | onal aides/assistants?<br>Is this Item for the 20% Minimuim Le   | arning Loss Set Aside Expenditure  |  |
| Line Item Comment from KSDE<br>Could you provide the cost per instruction<br>ne Item ID: 253-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name   | onal aides/assistants?<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin   | arning Loss Set Aside Expenditure  |  |
| Line Item Comment from KSDE<br>Could you provide the cost per instruction<br>ne Item ID: 253-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Social Security  | onal aides/assistants?<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number   | arning Loss Set Aside Expenditure  |  |
| Line Item Comment from KSDE<br>Could you provide the cost per instruction<br>ne Item ID: 253-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Social Security<br>Function Code   | onal aides/assistants?<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br><u>Account Number</u><br>075 E 1000 01 0000 000 00 220  | <b>arning Loss Set Aside Expenditure</b><br>Ig Loss Set Aside Expenditure  |  |
| Line Item Comment from KSDE<br>Could you provide the cost per instruction<br>ne Item ID: 253-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Social Security<br>Function Code<br>1000 - Instruction   | nal aides/assistants?<br>Is this Item for the 20% Minimuim Levent<br>NO - this item is not marked for Learnin<br>Account Number<br>075 E 1000 01 0000 000 00 220<br>Object Code  | arning Loss Set Aside Expenditure<br>Ig Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |  |
| Line Item Comment from KSDE<br>Could you provide the cost per instruction<br>ine Item ID: 253-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Social Security<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>Required benefits for stipends above   | Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learnin<br>Account Number<br>075 E 1000 01 0000 000 00 220<br>Object Code<br>220 - Social Security Contributions   | arning Loss Set Aside Expenditure<br>Ig Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |  |
| Line Item Comment from KSDE<br>Could you provide the cost per instruction<br>the Item ID: 253-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Social Security<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>Required benefits for stipends above<br>Budgeted Expenditures in SFY 2021  | in the account and how they will address<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0   | arning Loss Set Aside Expenditure<br>Ig Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |  |
| Line Item Comment from KSDE<br>Could you provide the cost per instruction<br>ine Item ID: 253-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Social Security<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>Required benefits for stipends above<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                 | Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learnin<br>Account Number<br>075 E 1000 01 0000 000 00 220<br>Object Code<br>220 - Social Security Contributions   | arning Loss Set Aside Expenditure<br>Ig Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |  |
| Line Item Comment from KSDE<br>Could you provide the cost per instruction<br>ne Item ID: 253-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Social Security<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>Required benefits for stipends above<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                  | in the account and how they will address<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0   | arning Loss Set Aside Expenditure<br>Ig Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |  |
| Total Expenditures Line Item Comment from KSDE Could you provide the cost per instruction ne Item ID: 253-3-0004 Allocation Type Direct Allocation Account Name Social Security Function Code 1000 - Instruction Please describe the expenditures withit Required benefits for stipends above Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2023 Budgeted Expenditures in SFY 2024 | Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>075 E 1000 01 0000 000 00 220<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>\$0<br>\$0 | arning Loss Set Aside Expenditure         ig Loss Set Aside Expenditure         ig Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |  |

| Line Item ID: 253-3-0005  |                                      |   |
|---------------------------|--------------------------------------|---|
| Allocation Type           | Is this Item for the 20% Minimui     | m Learning Loss Set Aside Expenditure       |
| Direct Allocation         | YES - this item is marked for Learni | ng Loss Set Aside Expenditure               |
| Account Name              | Account Number                       |   |
| Math & Literacy Resources | 075 E 1000 00 0000 000 00 640        |   |
| Function Code             | Object Code                          | Allowable Use                               |
| 1000 - Instruction        | 640 - Books and Periodicals          | 12 - Addressing learning loss among         |
|                           |                                      | students, including vulnerable populations. |

Student data in math and reading indicate a steady decline in performance across all assessments since the pandemic began. Purchasing updated resources that meet the needs of our students and staff to work towards learning recovery.

The Emporia school district is currently in the resource review process for math with the goal of implementing a new resource beginning with the 2022-2023 school year. The district will be conducting a literacy resource review during the 2022-2023 school year with the goal of implementation beginning the 2023-2024 school year. Teaching staff has and will be key contributors to the resource review and adoption process.

We have reached out to publishers to get itemized cost estimates. Since a specific resource has not yet been identified for either math or reading, the cost could change depending upon the final selection. The following quotes are from math resources that have made it to the final review process and literacy resources which have high ratings according to Ed Reports. All resources being considered have received the highest ratings in Ed Reports for all grade levels that are considering it.

The Emporia School District recognizes a need for high quality, evidence-based resources in our classrooms. Prior to the pandemic, teachers were supplementing the current core resources with self-developed lessons or lessons found on the internet to address areas of need. This lack of consistency across the district was beginning to demonstrate a lack of alignment prior to the pandemic. Our most recent state assessment scores from 2021 indicate a significant learning loss across the board but particularly with our students in special education and our English language learners. Math saw the largest decline. A consistent, evidence-based resource is needed for both math and literacy to provide strong tier one instruction. Resources which include differentiation to address the various needs of students is a priority.

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$428,096 |
| Budgeted Expenditures in SFY 2023 | \$554,144 |
| Budgeted Expenditures in SFY 2024 | \$0       |
| Total Expenditures                | \$982,240 |

| <u>Status</u> |
|---------------|
| Approved      |

### Line Item Comment from KSDE

Could you provide a cost breakdown of the items to determine this amount? ESSER funds may only be used to pay for the leases through 2024. You may pay for the pro-rated portion of the lease through 2024 with ESSER funds.

| Allocation Type    |  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
|--------------------|--|---|--|
| Account Name       | Account Number<br>075 E 1000 00 0000 760 00 58 | Account Number  |  |
| Function Code      | Object Code                                    |   |  |
| 1000 - Instruction | 580 - Staff Travel                             | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |  |

Registration for participants not covered by KSDE (\$650 each):

Secondary Special Education (4) School Psychologists (3) Building Admin (2) District Admin (2)

LETRS Training: LETRS compliments and supports the implementation of programs aligned with scientifically-based reading research. Modules focus on phonology, phoneme awareness, phonics, the writing system (orthography), vocabulary, fluency, and comprehension. The LETRS process supports the science of reading and aligns with the state dyslexia initiative. LETRS is the professional learning program rooted in the science of reading that empowers teachers. Teachers gain essential skills to master the fundamentals of literacy instruction required to apply and transform student learning. https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs\_research\_summary\_8-31-18.pdf

KSDE has earmarked a portion of state ESSER funds to provide this training free of charge to preschool through second grade general education and special education teachers. USD 253 hopes to supplement those funds with district ESSER funds to train and empower a larger number of teachers to positively impact student learning and address learning loss. This would include any special education teacher at the elementary, middle school, and high school levels, instructional coaches, school psychologists, and administrators. LETRS training requires one-year time commitment from preschool teachers and a two-year-time commitment for elementary through secondary participants. All training will be outside of the staff member's contracted time. USD #253 would use ESSER III funding to pay for registration for staff not covered by the KSDE portion as well as a stipend to staff to compensate them for their time.

Assessment data indicates the two groups impacted by COVID the most were our students receiving special education services and our students whose native language is not English. The LETRS training will provide teachers with additional instructional tools for providing high quality instruction to meet their needs.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$7,150 |               |
| Budgeted Expenditures in SFY 2023 | \$0     |               |
| Budgeted Expenditures in SFY 2024 | \$0     | <u>Status</u> |
| Total Expenditures                | \$7,150 | Approved      |

### Line Item Comment from KSDE

Is the extra funds for this needed since the state expanded capacity? If it is needed please provide a more detailed explanation connecting this to the needs identified with the most impacted populations and COVID?

| Allocation Type         | Is this Item for the 20% Minimuim    | <u>Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure</u>                                 |  |
|-------------------------|--------------------------------------|--|--|
| Direct Allocation       | NO - this item is not marked for Lea | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
| Account Name            | Account Number                       | Account Number   |  |
| LETRS Training Stipends | 075 E 1000 01 0000 760 00 110        | 075 E 1000 01 0000 760 00 110  |  |
| Function Code           | Object Code                          | Allowable Use  |  |
| 1000 - Instruction      | 110 - Regular Certified Salaries     | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |

LETRS training requires one-year time commitment from preschool teachers and a two-year time commitment for elementary through secondary participants. All training will be outside of the staff member's contract time. USD #253 would use ESSER III funding to pay a stipend to compensate staff for their time.

Elementary/Secondary LETRS Training - Stipends for attendees ( \$114,000) As of 12/21/2021, 38 participants Teachers have until 1/15/2022 to sign up Budgeting for 50 participants \$3000 stipends \$750 after module 2 \$750 after module 4 \$750 after module 6 \$750 after module 8

PreK LETRS Training - Stipends for attendees (\$7,500) Budgeting for 5 participants \$1500 stipends \$750 after module 2 \$750 after module 4

LETRS Training: LETRS compliments and supports the implementation of programs aligned with scientifically-based reading research. Modules focus on phonology, phoneme awareness, phonics, the writing system (orthography), vocabulary, fluency, and comprehension. The LETRS process supports the science of reading and aligns with the state dyslexia initiative. LETRS is the professional learning program rooted in the science of reading that empowers teachers. Teachers gain essential skills to master the fundamentals of literacy instruction required to apply and transform student learning. https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs\_research\_summary\_8-31-18.pdf

KSDE has earmarked a portion of state ESSER funds to provide this training free of charge to preschool through second grade general education and special education teachers. USD 253 hopes to supplement those funds with district ESSER funds to train and empower a larger number of teachers to positively impact student learning and address learning loss. This would include any special education teacher at the elementary, middle school, and high school levels, instructional coaches, school psychologists, and administrators. LETRS training requires one-year time commitment from preschool teachers and a two-year-time commitment for elementary through secondary participants. All training will be outside of the staff member's contracted time. USD #253 would use ESSER III funding to pay for registration for staff not covered by the KSDE portion as well as a stipend to staff to compensate them for their time.

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$121,500 |
| Budgeted Expenditures in SFY 2023 | \$0       |
| Budgeted Expenditures in SFY 2024 | \$0       |
| Total Expenditures                | \$121,500 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

Could you provide an amount per teacher?-resolved Allowable but not under 20% set-aside.

#### Line Item ID: 253-3-0008

| Allocation Type       | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
|-----------------------|---|---|--|
| Direct Allocation     | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |  |
| Account Name          | Account Number  |   |  |
| LETRS Social Security | 075 E 1000 01 0000 760 00 220   |   |  |
| Function Code         | Object Code   | Allowable Use   |  |
| 1000 - Instruction    | 220 - Social Security Contributions                                   | 16 - Other activities necessary to maintain LEA operations and services |  |

and employ existing LEA staff.

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

Required benefits for stipends above (\$121,500 @ .0765)

LETRS Training: LETRS compliments and supports the implementation of programs aligned with scientifically-based reading research. Modules focus on phonology, phoneme awareness, phonics, the writing system (orthography), vocabulary, fluency, and comprehension. The LETRS process supports the science of reading and aligns with the state dyslexia initiative. LETRS is the professional learning program rooted in the science of reading that empowers teachers. Teachers gain essential skills to master the fundamentals of literacy instruction required to apply and transform student learning.

https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs\_research\_summary\_8-31-18.pdf

KSDE has earmarked a portion of state ESSER funds to provide this training free of charge to preschool through second grade general education and special education teachers. USD 253 hopes to supplement those funds with district ESSER funds to train and empower a larger number of teachers to positively impact student learning and address learning loss. This would include any special education teacher at the elementary, middle school, and high school levels, instructional coaches, school psychologists, and administrators. LETRS training requires one-year time commitment from preschool teachers and a two-year-time commitment for elementary through secondary participants. All training will be outside of the staff member's contracted time. USD #253 would use ESSER III funding to pay for registration for staff not covered by the KSDE portion as well as a stipend to staff to compensate them for their time.

| Budgeted Expenditures in SFY 2021   | \$0     |               |
|---|---------|---------------|
| Budgeted Expenditures in SFY 2022   | \$9,300 |               |
| Budgeted Expenditures in SFY 2023   | \$O     |               |
| Budgeted Expenditures in SFY 2024   | \$O     | <u>Status</u> |
| <br>Total Expenditures  | \$9,300 | Approved      |
| Line Item Comment from KSDE<br>Allowable but not under the 20% set aside. |         |               |
| Line Item ID: 253-3-0009  |         |               |

| Allocation Type   | Is this Item for the 20% Minimuim   | Learning Loss Set Aside Expenditure  |
|---|---|--|
| Direct Allocation   | YES - this item is marked for Learning  | g Loss Set Aside Expenditure   |
| Account Name  | Account Number  |  |
| Extended Learning - Certified   | 075 E 1000 01 0000 000 00 110   |  |
| Function Code   | Object Code   | Allowable Use  |
| 1000 - Instruction  | 110 - Regular Certified Salaries  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures with   | in the account and how they will addr   | ress a COVID-19 need   |
| Providing elementary and secondary sture<br>receive academic assistance before they   | idents with the opportunity for tutoring b<br>fall too far behind.  | before or after school allowing them to  |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$0   |  |
|   | \$40,000  |  |
| Budgeted Expenditures in SFY 2023   |   |  |
| •   | \$0   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0010<br>Allocation Type  | \$40,000<br>Is this Item for the 20% Minimuim   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$40,000  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Extended Learning - Classified   | \$40,000<br><u>Is this Item for the 20% Minimuim</u><br>YES - this item is marked for Learning<br><u>Account Number</u><br>075 E 1000 01 0000 000 00 120  | Approved   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Extended Learning - Classified<br>Function Code<br>1000 - Instruction   | \$40,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number   | Approved<br>Learning Loss Set Aside Expenditure<br>g Loss Set Aside Expenditure<br>Allowable Use   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Extended Learning - Classified<br>Function Code<br>1000 - Instruction  | \$40,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>075 E 1000 01 0000 000 00 120<br>Object Code<br>120 - Regular Non-Certified Salaries   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>The Item ID: 253-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Extended Learning - Classified<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Providing elementary and secondary stu  | \$40,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>075 E 1000 01 0000 000 00 120<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will addresed to the opportunity for tutoring by   | Approved         Approved         Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ress a COVID-19 need |
| Budgeted Expenditures in SFY 2024         Fotal Expenditures         Ine Item ID: 253-3-0010         Allocation Type         Direct Allocation         Account Name         Extended Learning - Classified         Function Code         1000 - Instruction         Please describe the expenditures with         Providing elementary and secondary sture         Providing elementary and secondary sture             | \$40,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>075 E 1000 01 0000 000 00 120<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will addresed to the opportunity for tutoring by   | Approved         Approved         Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ress a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>The Item ID: 253-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Extended Learning - Classified<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Providing elementary and secondary sture<br>receive academic assistance before they<br>Budgeted Expenditures in SFY 2021                                | \$40,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>075 E 1000 01 0000 000 00 120<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will addressed<br>idents with the opportunity for tutoring by<br>fall too far behind.  | Approved         Approved         Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ress a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Ine Item ID: 253-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Extended Learning - Classified<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Providing elementary and secondary stureceive academic assistance before they<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$40,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>075 E 1000 01 0000 000 00 120<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will addressed<br>idents with the opportunity for tutoring by<br>fall too far behind.<br>\$0                                     | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Extended Learning - Classified<br>Function Code<br>1000 - Instruction  | \$40,000<br><b>Is this Item for the 20% Minimuim</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>075 E 1000 01 0000 000 00 120<br><b>Object Code</b><br>120 - Regular Non-Certified Salaries<br><b>in the account and how they will addr</b><br>idents with the opportunity for tutoring b<br>fall too far behind.<br>\$0<br>\$0<br>\$0 | Approved   |

| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure |   |
|--|---|---|
| Account Name   | Account Number  |   |
| Extended Learning SS   | 075 E 1000 01 0000 000 00 220                                     |   |
| Function Code  | Object Code   | Allowable Use                               |
| 1000 - Instruction   | 220 - Social Security Contributions                               | 12 - Addressing learning loss among         |
|  |   | students, including vulnerable populations. |
| <b>Please describe the expenditures with</b><br>Required benefits for salaries above                           |   | populations.                                |
| •  |   | populations.                                |
| Required benefits for salaries above   | in the account and how they will add                              | populations.                                |
| Required benefits for salaries above<br>Budgeted Expenditures in SFY 2021                                      | in the account and how they will add<br>\$0                       | populations.                                |
| Required benefits for salaries above<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | in the account and how they will add<br>\$0<br>\$0                | populations.                                |

| <u>Allocation Type</u>             | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |               |  |
|------------------------------------|---|---------------|--|
| Direct Allocation                  | YES - this item is marked for Learning Loss Set Aside Expenditure   |               |  |
| <u>Account Name</u>                | Account Number  |               |  |
| Rec Xtra                           | 075 E 2100 00 0000 000 00 300   |               |  |
| Function Code                      | Object Code   | Allowable Use |  |
| 2100 - Support Services (Students) | 300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES11B - Planning and implementing<br>supplemental after-school programs |               |  |

Continuation of afterschool program for K-5 grade students at each elementary school seeks to address the emotional needs, physical needs, and education needs of students through the ArtXtra, homework help and RecXtra components. Students will rotate through these three social emotional modules each day after school to help them recover emotionally from the trauma that stems from the pandemic to help students catch up, keep up and emerge from this crisis strong, resilient and hopeful. (Paid for from ESSER II)

After School Program: After school programs that focus on the improvement of academics, and multicomponent programs, which offer a range of activities, have the largest number of effective options, similar to those in the 21st Century Community Learning Centers program. Emporia Public Schools have experienced learning loss reflected in state and local assessments and is building a relationship with the branded program Boys and Girls Clubs. We would like to offer multicomponent after school services in Emporia under the ESSER III program. Evidence to support quality after school programs can be found here and is an example of a Tier 4 requirement:

https://www.afterschoolalliance.org/AfterschoolSnack/Evidence-of-effectiveness-Afterschool-programs-meeting-ESSA-s\_03-15-2019.cfm

As a summary of the research, effective afterschool programs include a mix of domains, including mathematics achievement, reading/ELA achievement, science achievement, physical activity/health, and social emotional competencies. Researchers found few instances of statistically significant negative outcomes for students, and found effective programs at all grade levels and program type.

These funds will be utilized to contract with the Boys and Girls Club to provide additional academic and social emotional support to students during the afterschool program.

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$250,000 |
| Budgeted Expenditures in SFY 2023 | \$250,000 |
| Budgeted Expenditures in SFY 2024 | \$0       |
| Total Expenditures                | \$500,000 |

<u>Status</u> Approved

### Line Item Comment from KSDE

Please provide a link to the evidence that you are basing this on and indicate which tiers of evidence it meets.

| Allocation Type                    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |                                     |  |
|------------------------------------|---|-------------------------------------|--|
| Direct Allocation                  | YES - this item is marked for Learning Loss Set Aside Expenditure     |                                     |  |
| Account Name                       | Account Number  |                                     |  |
| Rec Xtra Supplies                  | 075 E 2100 00 0000 000 00 600   |                                     |  |
| Function Code                      | Object Code   | Allowable Use                       |  |
| 2100 - Support Services (Students) | 600 - SUPPLIES AND MATERIALS  | 11B - Planning and implementing     |  |
|                                    |   | supplemental after-school programs. |  |

Supplies needed for program above

After School Program: After school programs that focus on the improvement of academics, and multicomponent programs, which offer a range of activities, have the largest number of effective options, similar to those in the 21st Century Community Learning Centers program. Emporia Public Schools have experienced learning loss reflected in state and local assessments and is building a relationship with the branded program Boys and Girls Clubs. We would like to offer multicomponent after school services in Emporia under the ESSER III program. Evidence to support quality after school programs can be found here and is an example of a Tier 4 requirement:

https://www.afterschoolalliance.org/AfterschoolSnack/Evidence-of-effectiveness-Afterschool-programs-meeting-ESSA-s\_03-15-2019.cfm

As a summary of the research, effective afterschool programs include a mix of domains, including mathematics achievement, reading/ELA achievement, science achievement, physical activity/health, and social emotional competencies. Researchers found few instances of statistically significant negative outcomes for students, and found effective programs at all grade levels and program type.

These funds will be utilized to contract with the Boys and Girls Club to provide additional academic and social emotional support to students during the afterschool program.

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$50,000  |               |
| Budgeted Expenditures in SFY 2023 | \$50,000  |               |
| Budgeted Expenditures in SFY 2024 | \$0       | <u>Status</u> |
| Total Expenditures                | \$100,000 | Approved      |

### Line Item Comment from KSDE

Please provide a link to the evidence that you are basing this on and indicate which tiers of evidence it meets.

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |  |
|---|--|--|--|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |  |
| Account Name  | Account Number   |  |  |
| Substitutes   | 075 E 1000 01 0000 000 00 115  |  |  |
| Function Code   | Object Code  | Allowable Use  |  |
| 1000 - Instruction  | 115 - Temporary Certified Substitutes'<br>Salaries for Certified Staff   | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.   |  |
| Please describe the expenditures withi  | in the account and how they will address   | s a COVID-19 need  |  |
| Incentive pay for substitutes to fill availab   | ble openings   |  |  |
| Budgeted Expenditures in SFY 2021   | \$0  |  |  |
| Budgeted Expenditures in SFY 2022   | \$18,500   |  |  |
| Rudgeted Europeditures in CEV 2022  | \$70,000   |  |  |
| Budgeted Expenditures in SFY 2023   |  |  |  |
| •   | \$0  | <u>Status</u>  |  |
| Budgeted Expenditures in SFY 2024   | \$0<br>\$88,500  | <u>Status</u><br>Approved  |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0016  |  |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0016   | \$88,500   | Approved   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0016<br>Allocation Type  | \$88,500   | Approved   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0016<br>Allocation Type<br>Direct Allocation   | \$88,500<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin   | Approved   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$88,500<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number   | Approved   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Substitutes Social Security  | \$88,500<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>075 E 1000 01 0000 000 00 220  | Approved   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0016<br>Allocation Type<br>Direct Allocation   | \$88,500<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number   | Approved  Approved  Approved  And the second state of the second s |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Substitutes Social Security<br>Function Code<br>1000 - Instruction   | \$88,500<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>075 E 1000 01 0000 000 00 220<br>Object Code<br>220 - Social Security Contributions  | Approved  Approved  Approved  And the second services and employ existing LEA staff.   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Substitutes Social Security<br>Function Code<br>1000 - Instruction   | \$88,500<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>075 E 1000 01 0000 000 00 220<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address  | Approved  Approved  Approved  And the second state of the second s |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Substitutes Social Security<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Required benefit for additional substitute   | \$88,500<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>075 E 1000 01 0000 000 00 220<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address  | Approved  Approved  Approved  And the second services and employ existing LEA staff.   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Substitutes Social Security<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Required benefit for additional substitute<br>Budgeted Expenditures in SFY 2021                                      | \$88,500<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>075 E 1000 01 0000 000 00 220<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>in the account and how they will address<br>in the account and how they will address   | Approved  Approved  Approved  And the second state of the second s |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Substitutes Social Security<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Required benefit for additional substitute<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$88,500<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>075 E 1000 01 0000 000 00 220<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>in the account and how they will address<br>in the account and how they will address   | Approved  Approved  Approved  And the second state of the second s |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Substitutes Social Security<br>Function Code<br>1000 - Instruction   | \$88,500<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>075 E 1000 01 0000 000 00 220<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>in the account address<br>in the account and how they will address<br>in the account address | Approved  Approved  Approved  And the second services and employ existing LEA staff.   |  |

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |  |
|---|---|--|
| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure   |  |
| Account Name  | Account Number  |  |
| Academic Interventionist  | 075 E 2200 01 0045 000 00 110   |  |
| Function Code   | Object Code   | Allowable Use  |
| 2200 - Support Services (Instructional<br>Staff)  | 110 - Regular Certified Salaries  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.   |
| Please describe the expenditures with   | in the account and how they will addre  | ss a COVID-19 need   |
| 5   | ing learning loss, the district recognizes a<br>Id like to employee 1 acadmeic intervention<br>pandemic.  | ••   |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$462,500   |  |
|   | \$462,500   |  |
| Budgeted Expenditures in SFY 2023   | \$402,500   |  |
|   | \$462,500   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0018   | \$0<br>\$925,000  | Approved   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Ine Item ID: 253-3-0018<br>Allocation Type<br>Direct Allocation   | \$0<br>\$925,000  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0018<br>Allocation Type<br>Direct Allocation   | \$0<br>\$925,000  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0018<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$0<br>\$925,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 253-3-0018<br>Allocation Type   | \$0<br>\$925,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 253-3-0018<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Academic Interventionist SS   | \$0<br>\$925,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>075 E 2200 01 0045 000 00 220  | Approved<br>Learning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0018<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Academic Interventionist SS<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)   | \$0<br>\$925,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>075 E 2200 01 0045 000 00 220<br>Object Code   | Approved         Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.          |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0018<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Academic Interventionist SS<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures with  | \$0<br>\$925,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>075 E 2200 01 0045 000 00 220<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addre                                | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0018<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Academic Interventionist SS<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures with<br>Required benefits for Academic Interven   | \$0<br>\$925,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>075 E 2200 01 0045 000 00 220<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addre                                | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0018<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Academic Interventionist SS<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures with<br>Required benefits for Academic Interven<br>Budgeted Expenditures in SFY 2021                                      | \$0<br>\$925,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>075 E 2200 01 0045 000 00 220<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addres<br>tionist                    | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0018<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Academic Interventionist SS<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)   | \$0<br>\$925,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>075 E 2200 01 0045 000 00 220<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addreation<br>tionist                | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 253-3-0018<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Academic Interventionist SS<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures with<br>Required benefits for Academic Interven<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$0<br>\$925,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>075 E 2200 01 0045 000 00 220<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addres<br>tionist<br>\$0<br>\$37,500 | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

# Allocation TypeIs this Item for the 20% Minimuim Learning Loss Set Aside ExpenditureDirect AllocationNO - this item is not marked for Learning Loss Set Aside ExpenditureAccount NameAccount NumberCertified Salary-Math Lead Teacher<br/>Implementation075 E 2200 01 0000 000 110

### **Function Code**

2200 - Support Services (Instructional Staff)

Object Code

110 - Regular Certified Salaries

12 - Addressing learning loss among students, including vulnerable

**Allowable Use** 

populations.

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

In order to begin the year strong as we implemented the new math resource which was approved through ESSER III to support the learning loss USD #253 saw due to the COVID pandemic, our preschool and lead elementary teachers along with the secondary math teachers were provided time during the summer to receive some professional development.? They then worked through the new resource to develop a plan for implementation and adjust curriculum guides for the rest of the teachers providing math instruction.??

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0     |               |
| Budgeted Expenditures in SFY 2023 | \$8,500 |               |
| Budgeted Expenditures in SFY 2024 | \$0     | <u>Status</u> |
| Total Expenditures                | \$8,500 | Approved      |

### Allocation Type

**Direct Allocation** 

# Account Name

Certified Salary-ELA Lead Teacher Implementation p

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

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

### Account Number

075 E 2200 01 0000 000 00 110

| implementation p                                 |                                  |  |
|--|----------------------------------|--|
| Function Code                                    | Object Code                      | Allowable Use  |
| 2200 - Support Services (Instructional<br>Staff) | 110 - Regular Certified Salaries | 12 - Addressing learning loss among students, including vulnerable |
|  |                                  | populations.   |

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

In order to begin the year strong as we implement the new ELA resource which was approved through ESSER III?to support the learning loss USD #253 saw due to the COVID pandemic, our preschool and lead elementary teachers along with the secondary ELA teachers will be provided time during the summer to receive some professional development.? They will then work through the new resource to develop a plan for implementation and adjust curriculum guides for the rest of the teachers providing ELA instruction.??

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0     |               |
| Budgeted Expenditures in SFY 2023 | \$9,400 |               |
| Budgeted Expenditures in SFY 2024 | \$0     | <u>Status</u> |
| Total Expenditures                | \$9,400 | Approved      |

Line Item ID: 253-3-0021

| Allocation Type                           | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
|---|---|---|--|
| Direct Allocation                         | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |  |
| Account Name                              | Account Number  |   |  |
| Social Security for Implementation Pay    | 075 E 2200 01 0000 000 00 220   |   |  |
| Function Code                             | Object Code   | Allowable Use   |  |
| 2000 - Support Services                   | 220 - Social Security Contributions                                   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |
| Please describe the expenditures within   | n the account and how they will addre                                 | ss a COVID-19 need  |  |
| Requried Benefits of pay for both Lead Te | eacher implementation Pay.  |   |  |
| Budgeted Expenditures in SFY 2021         | \$0   |   |  |
| Budgeted Expenditures in SFY 2022         | \$0   |   |  |

| Budgeted Expenditures in SFY 2023 | \$2,500 |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2024 | \$0     |
| Total Expenditures                | \$2,500 |

# <u>Status</u> Approved

| Allocation Type                               | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
|---|---|---|--|
| Direct Allocation                             | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |  |
| Account Name                                  | Account Number  |   |  |
| Capturing Kids' Hearts                        | 075 E 2200 00 0000 000 00 330   |   |  |
| Function Code                                 | Object Code   | Allowable Use   |  |
| 2200 - Support Services (Instructional Staff) | 300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES                | 12 - Addressing learning loss among<br>students, including vulnerable |  |
|   |   | populations.  |  |

Capturing Kids' Hearts is a program which supports the social emotional needs of students and builds relationship skills, confidence and independence.? We have seen a significant decline in students' abilities to cope, persevere, and attend to task as well as a general feeling of apathy since COVID.? Some buildings were trained in Capturing Kids' Hearts 8 to 10 years ago.? During the 2020-2021 and 2021-2022 school years, structures of Capturing Kids' Hearts were lost.? With the high rate of turnover and the significant social emotional needs of students, USD 253 recognizes a need to bring back Capturing Kids' Hearts to our entire district.? This addition to the ESSER III plan would allow us to train all staff, preK through 12th, to better equip staff to address the learning loss in the area of social emotional for our students due to the COVID pandemic.

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0       |               |
| Budgeted Expenditures in SFY 2023 | \$159,850 |               |
| Budgeted Expenditures in SFY 2024 | \$0       | <u>Status</u> |
| Total Expenditures                | \$159,850 | 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 InformationDistrictAddressBarber County North100 E. First, Medicine Lodge, KS 671040288Superintendent NameSuperintendent E-mail AddressRyan Cunninghamsupt@usd254.org(620) 886-3370

### **Authorized Representative of the District Information**

| <u>Name</u>     | Position of Title | E-mail Address         | Phone Number   |
|-----------------|-------------------|------------------------|----------------|
| Ryan Cunningham | Superintendent    | rcunningham@usd254.org | (620) 886-3370 |

# Plan for Safe Return

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

https://www.usd254.org/safe-return-plan

# Use of Funds for CDC Guidance

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

The first pieces of our plan to keep our students in school addresses the idea of limiting the potential exposure of Covid positive students from the other students and staff at school by following an aggressive illness policy that encourages ill students to stay home when sick and makes testing free and easy through the school. Once the students are in school we utilize mitigation strategies such as masking and spreading students out when possible to reduce the possibility of contraction at school. These pieces are already in place.

We will utilize our current funds to upgrade our abilities within our buildings to limit the spread of disease within classrooms as well as in common areas such as water fountains and bathroom sinks. This will be accomplished through upgrading HVAC units to include better filtration systems and scrubbers to clean the air within the classrooms and touchless water fountains and sinks in the bathrooms.

A combination of preventative measures that we can control in the environment and a policy that identifies students that are ill and requires them to stay home until they are safe to return allows our students the best ability to be healthy and in school to the maximum extent possible.

# Stakeholder Engagement

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

### Students

In developing our ESSER plan, we conducted a survey with our 5th-12th grade students and hosted focus groups with student leadership groups and informal questioning in classes to determine their highest levels of need for pandemic-related instruction and support. The following supports received the most interest from our students:

- 1. Access to the curriculum in a digital format
- 2. Accessibility (connectivity)
- 3. Capability of recording lessons to review during unscheduled class times (after the live session has ended)
- 4. Social and Emotional supports and spaces. (places and materials to help students relax or take a break)

The top suggestion from students was:

1. General accessibility (Making sure all students have access to instruction both at school and away.)

Our ESSER plan takes these recommendations into consideration, specifically in the areas of classroom instructional technology and Social and Emotional support. Some of the other ideas will be addressed with funding other than ESSER.

### Families

We reached out to representatives from all subgroups of families in this process. Currently, we do not have any students that qualify as homeless, one family that qualifies as migrant, three families with ELL students, and multiple families with children qualifying for special education services. Because we have such a small group represented in these groups, we were able to reach out to easily see their responses to our surveys and have individual conversations with them at meetings discussing student services. The answers within these subgroups were similar to the entirety of our stakeholders, with special emphasis on staffing to support the individual needs of students.

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys, SITE Council meetings, and Parent/Teacher Conferences, IEP meetings, and phone calls to gather feedback from parents. We had 67 responses to our survey, which allowed families to rate each of the allowable use categories on a four-point scale from "not important" to "very important." Through those surveys and conversations, it was clear that parents are most interested in seeing the following items show up in our ESSER plan:

Rated as "very important" or "important"

- 1. Additional personnel and staff support for academic intervention (86%)
- 2. Additional instructional materials and resources (software, textbooks, curriculum, etc.) (84%)
- 3. Expanded Social and Emotional learning and mental health services. (80%)
- 4. Facility upgrades that support student health needs. (76%)
- 5. Teacher professional development to support teacher growth. (76%)
- 6. Additional behavior support and interventions. (76%)

Individual conversations with parents, as well as small group meetings with PTO and Site Council, revealed similar priorities along with support for identified possible solutions to address the identified needs of our students, specifically in the areas of literacy and social and emotional learning and support for students of all ages.

You will see that these suggestions from parents are reflected in the plan we developed and aligned very well with the needs identified by staff, students, and administration.

### School and District Administrators including Special Education Administration

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district levels, as well as with our local Special Education cooperative. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as the most important to address in our district.

1. An increased focus on reading and literacy, primarily in students that were learning to read during the pandemic.

- 2. Student and staff leadership social and emotional learning and support.
- 3. Facility upgrades that support student health needs.
- 4. Professional learning opportunities for staff that build our capacity to support struggling learners and increase

engagement and student ownership of their learning.

You will see that this information plays a prominent role in our ESSER plan.

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

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups, including staff, students, parents, administration, and state organizations, including our local bargaining unit. All staff were given the opportunity to fill out a survey expressing their opinions about the best use of this funding as well as small group "How might we?" discussions at staff meetings. We also met with our local bargaining unit staff to get their perspective on the addition of staff in particular, as that was a common theme among all stakeholders. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

1. Needing more staff to provide interventions to students that are struggling.

2. Evidence-based curriculum and professional learning to increase educator capacity to impact students during core instruction positively. It is important for us to be able to build capacity with our students to continue to receive benefits from the funding years into the future. Developing our staff gives us the ability to extend our growth with students past the time when ESSER money is available.

3. A Social/Emotional learning curriculum and staff to better support the mental health needs of students. "Leader in Me" has been identified as a program of interest after a book study last summer. The idea of student ownership in their learning and life skills that promote a strong working future is important to the success of our students after high school as well as our small community.

4. Facility upgrades that allow us to spread out students and better control germs in the building with quality filtration HVAC units and touchless water fountains and sinks.

5. Continuation of Summer Camps and Summer School programs that bridge the gap between the end of summer and the beginning of the fall. Keeping our students' brains engaged reduces regression for students that may not otherwise have the opportunity to participate in activities throughout the summer that keep them learning, such as our summer reading program through the local library or learning opportunities through field trips and vacations. Our summer programs have helped us ensure that all students have access to these opportunities.

### Tribes

In a review of our student information system, we identified 2 families with children registered as Cherokee or C-A. During conversations with these families, they indicated the following strategies would be of the greatest benefit to them and, in their opinion, all students:

- 1. Continuing with Summer school and camp options for students.
- 2. Offer after-school homework help and tutoring options.
- 3. Family education and support options.

Our ESSER plan includes these suggestions based on their feedback to meet the needs of our students best.

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

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

Disability Rights Center of Kansas ACLU of Kansas

While we did not hear back from them, we have still added the following supports to our plan, based on conversations with staff that serve this population of students as well as parents marking that they represented learners that meet this criteria:

1. Continuation of Summer Camps and Summer School programs that bridge the gap between the end of summer and the beginning of the fall. Keeping our students' brains engaged reduces regression for students that may not otherwise have the opportunity to participate in activities throughout the summer that keep them learning, such as our summer reading program through the local library or learning opportunities through field trips and vacations. Our summer programs have helped us ensure that all students have access to these opportunities.

2. A Social/Emotional learning curriculum and staff to better support the mental health needs of students. "Leader in Me" has been identified as a program of interest after a book study last summer. The idea of student ownership in their learning and life skills that promote a strong working future is important to the success of our students after high school as well as our small community.

3. Evidence-based curriculum and professional learning to increase educator capacity to impact students during core instruction positively. It is important for us to be able to build capacity with our students to continue to receive benefits from the funding years into the future. Developing our staff gives us the ability to extend our growth with students past the time when ESSER money is available.

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

We have worked with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan.

In this group, some are not represented in our population of students. We do not have any students that qualify as homeless, one family qualifying for migrant, none that are in foster care, none that are incarcerated, and only a few families with students qualifying for ELL services.

Therefore we focused on the few families represented in the categories above and the families with students in Special Education, as they are the largest of the groups listed above. We conducted a specific ESSER survey asking about the uses of funding that would best support their students, with some examples and descriptions of current uses of ESSER 1 and 2 funding as well as some evidence-based suggestions provided by KSDE and some open-ended suggestion boxes. and have also engaged in focus group conversations. We also did our yearly family engagement survey, identifying potential areas of concern that we could address using ESSER 3 funds. We had 70 parent responses out of about 400 students to the ESSER survey and 195 responses to the family engagement survey. Of the 70, we only had two parents that selected the "parent of a student with special needs" checkbox, but those two responses aligned similarly with all of the other responses to the survey.

Because we had few designated responses from these subgroups, we continued these conversations informally within IEP meetings and at parent/teacher conferences. The feedback we received in these meetings matched the responses we received from the surveys.

Finally, we surveyed staff and had conversations with our staff and our Special Education Interlocal serving our ELL, migrant, and Special Education students.

As a result of the feedback we received, it was clear that the following supports were most needed. These areas are addressed within our plan.

1. Needing more staff to provide interventions to students that are struggling.

2. Continuation of Summer Camps, Summer "Jump-Start," and After school help and tutoring. This was a big priority for this group.

3. Social and emotional needs of students as well as mental health supports.

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

Throughout this process, we took a couple of steps to make sure that we involved our community (both parents and nonparents) in this process. First, we shared information with the public at our board meetings which are available to watch via zoom, in the newspaper, and in school newsletters and announcements that are distributed throughout the community about ways that we are using ESSER II funding and the impact those funds are having on our students.

Then, this fall, we added survey information to our sports programs as well as putting it out on our website, newsletters, and our communication app, "ParentSquare" which reaches 100% of our parents as well as community members that sign up to receive our updates. This gave community members that may not have a child in school the opportunity to share their feedback. The survey listed potential options for the money to be spent on and allowed the participant to rank them in importance similar to the one we set out to our parents.

The most requested items of the survey revealed that: Additional personnel (social-emotional & instructional) and afterschool programs, and summer school/camp were the most popular uses of funding from the responses. This feedback was taken into account and is reflected in our plan.

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

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

Barber County North USD 254 students (450) and staff have been affected greatly by the COVID virus. During the 2019-2020 school year, schools across Kansas were closed after Spring Break by order of the Governor. During this time, we taught remotely and did as well as we could being thrown into a situation we have never been in. Students were not learning at the same rate as when in school, and the discrepancy between regular education students and Special Education/Title students grew greatly. The inability of students to get together and interact was a great loss as well. Many students started having emotional issues and struggled while we were learning remotely. Students in poverty also struggled more than other students during this time. The cost associated with our closing school was huge. We struggled to get resources, and we were also having a problem getting teachers to stay and finding teachers to come and wor in our district.

These last few years, our students and staff have worked hard to recover some of the lost learning they experienced. This has hit the hardest in reading. While we have seen positive and quick growth in math, reading has lagged behind. Almost 70% of our students scored a one or a two on the state assessment this last year despite over 50% of them exceeding their projected growth from fall to spring. In our lower grades, our students are starting lower in reading than they ever have with over 70% of our kindergarten students screening in as "high-risk."

The interventions we made over the last few years are working, but we are not where we want or need to be yet. This continued financial support will help us build on our successes and will significantly reduce the negative impact on our students from the last three years.

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

We are using the website - https://www.visiblelearningmetax.com/influences to compare the anticipated effects for students provided by the strategies we would like to invest our money in to make sure that these strategies show at least moderate to strong evidence according to the ESEA Tiers of Evidence rubric. Examples of specific strategies and their tier based off of evidence include:

1. Micro-teaching video review of lessons (Specific to older students) Tech that would enable teachers to easily record micro lessons for students to watch if they miss instruction, or for them to go back to when they need assistance for review - "Potential to considerably accelerate" https://www.visiblelearningmetax.com/influences/view/micro-teaching~video\_review\_of\_lessons

2. Collective Teacher Efficacy - curriculum, programming, and professional learning that increase teachers confidence in themselves and their teams to meet the needs of all of our learners. - "Potential to considerably accelerate") https://www.visiblelearningmetax.com/influences/view/collective\_teacher\_efficacy

3. Self-reported grades by students - the Leader in Me program includes individual student notebooks that students track

their own learning and progress. "Potential to considerably accelerate"

https://www.visiblelearningmetax.com/influences/view/self-reported\_grades

4. Small group learning - Additional staff utilized to provide smaller group instruction in lower grade classrooms. "Potential to accelerate" https://www.visiblelearningmetax.com/influences/view/small\_group\_learning

5. Summer School/Camp and After School programs - We will utilize funds to continue to offere after school homework help ad additional summer cam/school experiences for all students to engage in. "Likely to have a small positive impact" https://www.visiblelearningmetax.com/influences/view/summer\_school

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

The remaining money we have will go to facility upgrades that will help us keep our students in school and reduce the number of students missing school for illness.

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

We collect data on our academic and social/emotional growth at all levels three times per year. On top of that, we have specific scoreboards that we are using within our buildings, classrooms, and individual student data notebooks. These help us track our students' progress in identified priority areas such as attendance and reading fluency/comprehension.

Our leadership teams meet in each building twice per month and report back to their grade-level bands or their academic departments. Data is reviewed within all teams and as buildings whenever a new cycle is complete. This data is also shared with the Board as well as our SITE councils groups. We believe that transparency and measurable goals will help us be successful in all of the areas we want to impact.

#### Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$779,134                | \$0                | \$779,134               | ESSER III Allocations | \$155,827   |
| Approved Total        | \$637,000                | \$0                | \$637,000               | Approved Total        | \$310,000   |
| Amount Left           | \$142,134                | \$0                | \$142,134               | Amount Still Needed   | \$0         |
| In Review Total       | \$142,134                | \$0                | \$142,134               | In Review Total       | \$0         |
| Amount Left           | \$0                      | \$0                | \$0                     | Amount Still Needed   | \$0         |

#### Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 254-3-0004 | Direct             | False            | 2600             | 430            | 13               | \$142,134          | Task Force Review |
| 254-3-0005 | Direct             | False            | 2225             | 610            | 9                | \$30,000           | Approved          |
| 254-3-0006 | Direct             | False            | 2200             | 610            | 9                | \$30,000           | Approved          |
| 254-3-0007 | Direct             | False            | 1000             | 330            | 12               | \$100,000          | Approved          |
| 254-3-0008 | Direct             | True             | 1000             | 111            | 11A              | \$60,000           | Approved          |
| 254-3-0009 | Direct             | True             | 1000             | 121            | 11B              | \$10,000           | Approved          |
| 254-3-0010 | Direct             | True             | 1000             | 330            | 12               | \$60,000           | Approved          |
| 254-3-0011 | Direct             | True             | 1000             | 111            | 12               | \$48,000           | Approved          |
| 254-3-0012 | Direct             | False            | 2000             | 111            | 10               | \$50,000           | Approved          |
| 254-3-0013 | Direct             | False            | 1000             | 610            | 12               | \$60,000           | Approved          |
| 254-3-0014 | Direct             | False            | 1000             | 610            | 12               | \$20,000           | Approved          |
| 254-3-0015 | Direct             | False            | 1000             | 610            | 12               | \$20,000           | Approved          |
| 254-3-0016 | Direct             | False            | 1000             | 610            | 12               | \$17,000           | Approved          |
| 254-3-0001 | Direct             | True             | 1000             | 111            | 12               | \$42,000           | Approved          |
| 254-3-0002 | Direct             | True             | 1000             | 121            | 12               | \$45,000           | Approved          |
| 254-3-0003 | Direct             | True             | 1000             | 121            | 12               | \$45,000           | Approved          |

### Line Item Details

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                            |   |  |
|---|--|---|--|
| Direct Allocation   | NO - this item is not marked for Learning  | Loss Set Aside Expenditure  |  |
| Account Name  | Account Number   |   |  |
| Repairs and Maintenance   | 17-2600-430-101-179  |   |  |
| Function Code   | Object Code  | Allowable Use   |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)  | 430 - Repairs and Maintenance Services   | 13 - School facility repairs and<br>improvements to enable operation of<br>schools to reduce risk of virus<br>transmission and exposure to<br>environmental health hazards, and to<br>support student health needs. |  |
| •   | <b>n the account and how they will address</b> a bilities within the spaces and help limit the e | a COVID-19 need   |  |
| HVAC units to increase the filtration capal   | bilities within the spaces and help limit the e  | a COVID-19 need   |  |
| HVAC units to increase the filtration capal<br>Budgeted Expenditures in SFY 2021  | bilities within the spaces and help limit the e  | a COVID-19 need   |  |
| HVAC units to increase the filtration capal<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | bilities within the spaces and help limit the e  | a COVID-19 need   |  |
| HVAC units to increase the filtration capal<br>Budgeted Expenditures in SFY 2021  | bilities within the spaces and help limit the e<br>\$0<br>\$0                                    | a COVID-19 need   |  |
| HVAC units to increase the filtration capal<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | bilities within the spaces and help limit the e<br>\$0<br>\$0<br>\$142,134                       | <b>a COVID-19 need</b><br>exposure to virus and illness.  |  |
| HVAC units to increase the filtration capal<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | bilities within the spaces and help limit the e<br>\$0<br>\$0<br>\$142,134<br><u>\$0</u>         | a COVID-19 need<br>exposure to virus and illness.<br>Status   |  |

| General supplies and materials 1<br>Support Services)<br>Function Code O                         | Account Number<br>7-2200-610-101-179<br>Object Code   |  |  |  |
|--|---|--|--|--|
| Support Services)Function Code2225 - Computer-Assisted Instruction6                              |   |  |  |  |
| 2225 - Computer-Assisted Instruction 6   | bject Code  | 17-2200-610-101-179  |  |  |
|  |   | Allowable Use  |  |  |
|  | 610 - General Supplies and Materials<br>(including hardware, software, and<br>connectivity) for the LEA's students. |  |  |  |
| Please describe the expenditures within th   | e account and how they will address   | a COVID-19 need  |  |  |
| Purchasing of teacher computers, cameras, an<br>students are ill, or if they need to go back and |   | ecord lessons for students to be used if   |  |  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |  |  |
| Budgeted Expenditures in SFY 2022  | \$O   |  |  |  |
| Budgeted Expenditures in SFY 2023  | \$30,000  |  |  |  |
| Budgeted Expenditures in SFY 2024  | \$0   | <u>Status</u>  |  |  |
| Fotal Expenditures   | \$30,000  | Approved   |  |  |
| ne Item ID: 254-3-0006   |   |  |  |  |
| Allocation Type  | this Item for the 20% Minimuim Lea  | arning Loss Set Aside Expenditure  |  |  |
| Direct Allocation N  | IO - this item is not marked for Learnin  | g Loss Set Aside Expenditure   |  |  |
| Account Name A   | ccount Number   |  |  |  |
| General Supplies and Materials 1   | 7-2200-610-103-179  |  |  |  |
| Function Code O  | bject Code  | Allowable Use  |  |  |
| 2200 - Support Services (Instructional 6<br>Staff)   | 10 - General Supplies and Materials   | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students. |  |  |

Grade School Purchasing of teacher computers, cameras, and displays, to enhance staff ability to create and record highly engaging lessons for students that allow students to go back to if they are sick and miss the lesson or if they need to revisit it for help.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$30,000 |
| Budgeted Expenditures in SFY 2024 | \$0      |
| Total Expenditures                | \$30,000 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| <u>Allocation Type</u><br>Direct Allocation  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |  |
|--|--|---|--|
| Account Name   | Account Number   |   |  |
| Instructional Supplies and Materials Function Code                                     | 17-1000-330-103-179<br><b>Object Code</b>  | Allowable Use   |  |
| 1000 - Instruction   | 330 - Professional Employee Training<br>and Development Services   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.       |  |
| Implementation and Training of the "Lea<br>with individual plans for all students. Tea | in the account and how they will address<br>ader in Me" program for all students and sta<br>achers will feel more confident in their abilit<br>notebooks and soft skills learned through t | aff. This program will help us move forward<br>y to teach, and students in their ability to |  |

| The breakdown for this include:<br>Annual school membership - \$16,500 three<br>Leader in Me Core instruction for staff \$59,<br>Leader in Me materials K-12 \$14,784.38<br>Leader in Me National Symposium for Build | 792.96    | nd implementation coach \$8922.66 |
|---|-----------|-----------------------------------|
| 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       | <u>Status</u>                     |
| Total Expenditures  | \$100,000 | Approved                          |

| Allocation Type                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |  |
|----------------------------------|---|---|--|--|
| Direct Allocation                | YES - this item is marked for Learning                                | YES - this item is marked for Learning Loss Set Aside Expenditure             |  |  |
| Account Name                     | Account Number  |   |  |  |
| Instructional Certified Salaries | 17-1000-111-103-179   |   |  |  |
| Function Code                    | Object Code   | Allowable Use   |  |  |
| 1000 - Instruction               | 111 - Full-Time Certified Salaries                                    | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |  |

Summer Schools/Camps for students that will keep their brains engaged throughout the summer. We will do a two-week camp (two hours per day) in early June that is more focused on local field trips and themed camp activities, including reading club, tech, art, and music. We will have ten certified staff members (approximately depending on student numbers) serving approximately 150 students in grades K-6.

Then in July, right before school starts, we will do a reading and math jump start for students that qualify based on their spring screening scores. This time will be focused on a jump start in their next grade content with a refresher of previous content, fact fluency practice, reading fluency, and comprehension activities. We will have six certified teachers doing two two-hour sessions for fifteen days serving students that will be entering grades 1-7.

These camps help reduce the amount of regression from spring to fall by continuing to engage the students in learning activities spread throughout the summer. This is especially important with our at-risk populations of students as well as those with disabilities that were the hardest hit during the interrupted learning experiences we saw amid the pandemic. We partner with local community businesses to take the kids on field trips and expose students to activities that they may not otherwise have access to. These partnerships were strengthened through Covid as local people wanted to find ways to help. We have an especially good relationship with our local library that has grown over the past few years.

| 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 | <u>Status</u> |
| Total Expenditures                | \$60,000 | Approved      |
|                                   |          |               |

| Allocation Type  | <u>Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure</u>  |  |  |
|--|---|--|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure   |  |  |
| Account Name   | Account Number  |  |  |
| Instructional Non-Certified salaries   | 17-1000-121-103-179   |  |  |
| Function Code  | Object Code   | Allowable Use  |  |
| 1000 - Instruction   | 121 - Full-Time Non-Certified Salaries  | 11B - Planning and implementing supplemental after-school programs.  |  |
| Please describe the expenditures withi   | n the account and how they will address   | a COVID-19 need  |  |
|  | idents with homework completion and extr<br>hours per day. We will have two non-certif  | •  |  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |  |
|  | \$10,000  |  |  |
| Budgeted Expenditures in SFY 2023  | 410/000   |  |  |
| •  | \$0   | Status   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 254-3-0010  |   | Approved   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 254-3-0010<br>Allocation Type  | \$0<br>\$10,000   | Approved   |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 254-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$0<br>\$10,000<br>Is this Item for the 20% Minimuim Lea  | Approved   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 254-3-0010<br>Allocation Type<br>Direct Allocation  | \$0<br>\$10,000<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Lo   | Approved   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 254-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$0<br>\$10,000<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Lo<br>Account Number   | Approved   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 254-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Professional Learning  | \$0<br>\$10,000<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Lo<br>Account Number<br>17-1000-330-103-179<br>Object Code<br>330 - Professional Employee Training   | Approved arning Loss Set Aside Expenditure oss Set Aside Expenditure Allowable Use 12 - Addressing learning loss among   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 254-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Professional Learning<br>Function Code  | \$0<br>\$10,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>17-1000-330-103-179<br>Object Code   | Approved  Approved  arning Loss Set Aside Expenditure  oss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 254-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Professional Learning<br>Function Code  | \$0<br>\$10,000<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Lo<br>Account Number<br>17-1000-330-103-179<br>Object Code<br>330 - Professional Employee Training   | Approved arning Loss Set Aside Expenditure oss Set Aside Expenditure Allowable Use 12 - Addressing learning loss among   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 254-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Professional Learning<br>Function Code<br>1000 - Instruction  | \$0<br>\$10,000<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Lo<br>Account Number<br>17-1000-330-103-179<br>Object Code<br>330 - Professional Employee Training   | Approved  arning Loss Set Aside Expenditure  oss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 254-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Professional Learning<br>Function Code<br>1000 - Instruction  | \$0<br>\$10,000<br><b>Is this Item for the 20% Minimuim Lee</b><br>YES - this item is marked for Learning Lee<br><b>Account Number</b><br>17-1000-330-103-179<br><b>Object Code</b><br>330 - Professional Employee Training<br>and Development Services   | Approved         arning Loss Set Aside Expenditure         oss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         a COVID-19 need |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 254-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Professional Learning<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>LETRS Training compensation for all certi   | \$0<br>\$10,000<br><b>Is this Item for the 20% Minimuim Lee</b><br>YES - this item is marked for Learning Lee<br><b>Account Number</b><br>17-1000-330-103-179<br><b>Object Code</b><br>330 - Professional Employee Training<br>and Development Services<br><b>n the account and how they will address</b>   | Approved         arning Loss Set Aside Expenditure         oss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         a COVID-19 need |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 254-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Professional Learning<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>LETRS Training compensation for all certi<br>Budgeted Expenditures in SFY 2021                                      | \$0<br>\$10,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>17-1000-330-103-179<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>n the account and how they will address<br>fied staff Pre-K-4, PED, Title, and ELA teach   | Approved         arning Loss Set Aside Expenditure         oss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         a COVID-19 need |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 254-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Professional Learning<br>Function Code<br>1000 - Instruction  | \$0<br>\$10,000<br><b>Is this Item for the 20% Minimuim Lee</b><br>YES - this item is marked for Learning Loc<br><b>Account Number</b><br>17-1000-330-103-179<br><b>Object Code</b><br>330 - Professional Employee Training<br>and Development Services<br><b>n the account and how they will addresse</b><br>fied staff Pre-K-4, PED, Title, and ELA teach<br>\$0              | Approved         arning Loss Set Aside Expenditure         oss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         a COVID-19 need |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 254-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Professional Learning<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>LETRS Training compensation for all certi<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$0<br>\$10,000<br><b>Is this Item for the 20% Minimuim Lee</b><br>YES - this item is marked for Learning Lee<br><b>Account Number</b><br>17-1000-330-103-179<br><b>Object Code</b><br>330 - Professional Employee Training<br>and Development Services<br><b>n the account and how they will address</b><br>fied staff Pre-K-4, PED, Title, and ELA teach<br>\$0<br>\$0<br>\$0 | Approved         arning Loss Set Aside Expenditure         oss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         a COVID-19 need |  |

| Allocation Type                |                                    | <u>Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure</u><br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |  |
|--------------------------------|------------------------------------|---|--|--|
| Direct Allocation Account Name | Account Number                     | 5   |  |  |
| Full Time Certified Salaries   | 17-1000-111-103-179                |   |  |  |
| Function Code                  | Object Code                        | Allowable Use   |  |  |
| 1000 - Instruction             | 111 - Full-Time Certified Salaries | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |  |  |

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

| atus    |
|---------|
| oproved |
|         |

| Line Item | ID: 254-3-0012 |
|-----------|----------------|
|-----------|----------------|

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                  |                     |  |  |
|--|--|---------------------|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure                   |                     |  |  |
| Account Name   | Account Number   |                     |  |  |
| Full-time Certified Salaries   | 17-1000-111-103-179  |                     |  |  |
| Function Code  | Object Code  | Allowable Use       |  |  |
| 2000 - Support Services  | 111 - Full-Time Certified Salaries       10 - Providing mental h         and supports. |                     |  |  |
| Please describe the expenditures with  | -  | ess a COVID-19 need |  |  |
| Hire a full-time counselor/social worker   | to support the mental health needs of ou   | ess a COVID-19 need |  |  |
| Hire a full-time counselor/social worker to Budgeted Expenditures in SFY 2021                                      | to support the mental health needs of ou<br>\$0  | ess a COVID-19 need |  |  |
| Hire a full-time counselor/social worker   | to support the mental health needs of ou   | ess a COVID-19 need |  |  |
| Hire a full-time counselor/social worker to Budgeted Expenditures in SFY 2021                                      | to support the mental health needs of ou<br>\$0  | ess a COVID-19 need |  |  |
| Hire a full-time counselor/social worker<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | to support the mental health needs of ou<br>\$0<br>\$0                                 | ess a COVID-19 need |  |  |

| Allocation Type  | Is this Item for the 20% Minimuim Le  | arning Loss Set Aside Expenditure   |  |  |
|--|---|---|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure                        |   |  |  |
| Account Name   | Account Number  |   |  |  |
| Instructional Materials  | 17-1000-610-103-179   |   |  |  |
| Function Code  | Object Code Allowable Use   |   |  |  |
| 1000 - Instruction   | 610 - General Supplies and Materials  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |
| Please describe the expenditures withi   | in the account and how they will address  | a COVID-19 need   |  |  |
|  | 6 with professional learning, increasing the<br>ne more personalized with our instruction a |   |  |  |
| Budgeted Expenditures in SFY 2021  | \$0   |   |  |  |
| Budgeted Expenditures in SFY 2022  | \$0   |   |  |  |
| Budgeted Expenditures in SFY 2023  | \$40,000  |   |  |  |
| Budgeted Expenditures in SFY 2024  | \$20,000  | <u>Status</u><br>Approved   |  |  |
| Total Expenditures   | \$60,000  |   |  |  |
| ne Item ID: 254-3-0014   |   |   |  |  |
| Allocation Type  | Is this Item for the 20% Minimuim Le  | arning Loss Set Aside Expenditure   |  |  |
| Direct Allocation  | NO - this item is not marked for Learnin  | g Loss Set Aside Expenditure  |  |  |
| Account Name   | Account Number  |   |  |  |
| Instructional Supplies and Materials   | 17-1000-610-101-179   |   |  |  |
| Function Code  | Object Code   | Allowable Use   |  |  |
|  |   |   |  |  |
| 1000 - Instruction   | 610 - General Supplies and Materials  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |
|  |   | populations.  |  |  |
| Please describe the expenditures withi   | in the account and how they will address  | students, including vulnerable<br>populations.  |  |  |
| <b>Please describe the expenditures withi</b><br>Fastbridge (K-12) student monitoring sys                                  |   | students, including vulnerable<br>populations.  |  |  |
| Please describe the expenditures withi   | in the account and how they will address  | students, including vulnerable<br>populations.  |  |  |
| <b>Please describe the expenditures withi</b><br>Fastbridge (K-12) student monitoring sys<br>middle and high school level. | in the account and how they will address<br>stem to better assess gaps in learning and r    | students, including vulnerable<br>populations.  |  |  |

\$10,000

\$20,000

<u>Status</u>

Approved

Total Expenditures

Budgeted Expenditures in SFY 2024

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |  |  |
|--|--|---|--|--|
| Direct Allocation  |  | iy Loss Set Aside Experialture  |  |  |
| Account Name   | Account Number   |   |  |  |
| Instructional Materials  | 17-1000-610-103-179  |   |  |  |
| Function Code  | Object Code  | Allowable Use   |  |  |
| 1000 - Instruction   | 610 - General Supplies and Materials   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |  |  |
| Please describe the expenditures with  | in the account and how they will address   | s a COVID-19 need   |  |  |
| "Leader in Me" social skills curriculum K-   | 12   |   |  |  |
| Budgeted Expenditures in SFY 2021  | \$0  |   |  |  |
| Budgeted Expenditures in SFY 2022  | \$0  |   |  |  |
| Budgeted Expenditures in SFY 2023  | \$10,000   |   |  |  |
| Purdenate d Furners diturned in CFV 2024   | \$10,000   | <u>Status</u>   |  |  |
| Budgeted Expenditures in SFY 2024  |  |   |  |  |
| Total Expenditures Line Item Comment from KSDE Held - pending clarification on line 007  | \$20,000   | Approved  |  |  |
| Total Expenditures Line Item Comment from KSDE Held - pending clarification on line 007 ne Item ID: 254-3-0016   | \$20,000   |   |  |  |
| Total Expenditures Line Item Comment from KSDE Held - pending clarification on line 007 ne Item ID: 254-3-0016 Allocation Type   |  | earning Loss Set Aside Expenditure  |  |  |
| Total Expenditures Line Item Comment from KSDE Held - pending clarification on line 007 ne Item ID: 254-3-0016 Allocation Type Direct Allocation   | Is this Item for the 20% Minimuim Le   | earning Loss Set Aside Expenditure  |  |  |
| Total Expenditures Line Item Comment from KSDE Held - pending clarification on line 007 ne Item ID: 254-3-0016 Allocation Type Direct Allocation Account Name  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin   | earning Loss Set Aside Expenditure  |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item Comment from KSDE<br>Held - pending clarification on line 007<br>ne Item ID: 254-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Instructional Supplies and Materials<br>Function Code  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number   | earning Loss Set Aside Expenditure  |  |  |
| Total Expenditures Line Item Comment from KSDE Held - pending clarification on line 007 ne Item ID: 254-3-0016 Allocation Type Direct Allocation Account Name Instructional Supplies and Materials Function Code   | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>17-1000-610-103-179  | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>12 - Addressing learning loss among   |  |  |
| Total Expenditures Line Item Comment from KSDE Held - pending clarification on line 007 ne Item ID: 254-3-0016 Allocation Type Direct Allocation Account Name Instructional Supplies and Materials   | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnir<br>Account Number<br>17-1000-610-103-179<br>Object Code   | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use  |  |  |
| Total Expenditures Line Item Comment from KSDE Held - pending clarification on line 007 ne Item ID: 254-3-0016 Allocation Type Direct Allocation Account Name Instructional Supplies and Materials Function Code 1000 - Instruction  | Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>17-1000-610-103-179<br>Object Code<br>610 - General Supplies and Materials  | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.         |  |  |
| Total Expenditures Line Item Comment from KSDE Held - pending clarification on line 007 ne Item ID: 254-3-0016 Allocation Type Direct Allocation Account Name Instructional Supplies and Materials Function Code 1000 - Instruction Please describe the expenditures with  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnir<br>Account Number<br>17-1000-610-103-179<br>Object Code   | Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  s a COVID-19 need |  |  |
| Total Expenditures Line Item Comment from KSDE Held - pending clarification on line 007 ne Item ID: 254-3-0016 Allocation Type Direct Allocation Account Name Instructional Supplies and Materials Function Code 1000 - Instruction Please describe the expenditures with IXL instructional software in all subject and  | Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>17-1000-610-103-179<br>Object Code<br>610 - General Supplies and Materials<br>in the account and how they will address<br>reas for grades 3-8 to help address learning                      | Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  s a COVID-19 need |  |  |
| Total Expenditures Line Item Comment from KSDE Held - pending clarification on line 007 ne Item ID: 254-3-0016 Allocation Type Direct Allocation Account Name Instructional Supplies and Materials Function Code 1000 - Instruction Please describe the expenditures with IXL instructional software in all subject an Budgeted Expenditures in SFY 2021                                   | Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>17-1000-610-103-179<br>Object Code<br>610 - General Supplies and Materials<br>in the account and how they will address<br>reas for grades 3-8 to help address learning<br>\$0               | Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  s a COVID-19 need |  |  |
| Total Expenditures Line Item Comment from KSDE Held - pending clarification on line 007 ne Item ID: 254-3-0016 Allocation Type Direct Allocation Account Name Instructional Supplies and Materials Function Code 1000 - Instruction Please describe the expenditures with IXL instructional software in all subject al Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>17-1000-610-103-179<br>Object Code<br>610 - General Supplies and Materials<br>in the account and how they will address<br>reas for grades 3-8 to help address learning<br>\$0<br>\$0<br>\$0 | Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  s a COVID-19 need |  |  |
| Total Expenditures Line Item Comment from KSDE Held - pending clarification on line 007 ne Item ID: 254-3-0016 Allocation Type Direct Allocation Account Name Instructional Supplies and Materials Function Code 1000 - Instruction Please describe the expenditures with IXL instructional software in all subject an Budgeted Expenditures in SFY 2021                                   | Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>17-1000-610-103-179<br>Object Code<br>610 - General Supplies and Materials<br>in the account and how they will address<br>reas for grades 3-8 to help address learning<br>\$0               | Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  s a COVID-19 need |  |  |

| Allocation Type    | Is this Item for the 20% Minimuim      | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                                       |  |  |  |  |
|--------------------|--|---|--|--|--|--|
| Direct Allocation  | YES - this item is marked for Learning | YES - this item is marked for Learning Loss Set Aside Expenditure   |  |  |  |  |
| Account Name       | Account Number                         |   |  |  |  |  |
| Staffing           | 17-1000-111-103-179                    | 17-1000-111-103-179   |  |  |  |  |
| Function Code      | Object Code                            | Object Code Allowable Use   |  |  |  |  |
| 1000 - Instruction | 111 - Full-Time Certified Salaries     | 111 - Full-Time Certified Salaries       12 - Addressing learning loss among students, including vulnerable |  |  |  |  |

populations.

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

A certified staff member at the 7-8th grade level to teach ELA. The COVID-19 pandemic exposed the need for our schools to have additional staff members allowing us to increase social distancing in the classroom by lower the student/teacher ratio with two exceptionally large classes in particular. Our local assessment showed that our 7th and 8th-grade classes fell the furthest behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The additional teacher that we are paying for with these temporary funds will support this grade level of students primarily in the area of reading, which showed the most regression. The improved teacher-to-student ratio numbers allow us to more specifically attack learning loss in smaller groups and more individually address the low SES or IEP'd students that research has shown have the most difficult time returning to and maintaining grade level. During our MTSS time, this teacher will also work with higher-risk students from the 7th and 8th-grade levels that are behind in Reading and demonstrate the need for more intensive intervention.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$42,000 |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| –<br>Total Expenditures           | \$42,000 | Approved      |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |   |  |  |
|--|---|---|--|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure   |   |  |  |
| Account Name   | Account Number  |   |  |  |
| Instructional Non-Certified  | 17-1000-121-101-179   |   |  |  |
| Function Code  | Object Code   | Allowable Use   |  |  |
| 1000 - Instruction   | 121 - Full-Time Non-Certified Salaries  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.                         |  |  |
| Please describe the expenditures with  | in the account and how they will address  | a COVID-19 need   |  |  |
| A 7-8th grade para educator and a high s<br>struggling in school.  | school paraeducator to assist with intervent  | ion and remediation for students that ar  |  |  |
| Budgeted Expenditures in SFY 2021  | \$0   |   |  |  |
| Budgeted Expenditures in SFY 2022  | \$0   |   |  |  |
| Budgeted Expenditures in SFY 2023  | \$45,000  |   |  |  |
|  | \$0   | Status  |  |  |
| Budgeted Expenditures in SFY 2024  | 40  |   |  |  |
| Total Expenditures   | \$45,000  | Approved  |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 254-3-0003<br>Allocation Type<br>Direct Allocation  | \$45,000<br>Is this Item for the 20% Minimuim Lea   | arning Loss Set Aside Expenditure   |  |  |
| Total Expenditures Total Expenditures The Item ID: 254-3-0003 Allocation Type Direct Allocation  | \$45,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo  | arning Loss Set Aside Expenditure   |  |  |
| Total Expenditures The Item ID: 254-3-0003 Allocation Type   | \$45,000<br>Is this Item for the 20% Minimuim Lea   | arning Loss Set Aside Expenditure   |  |  |
| Total Expenditures ne Item ID: 254-3-0003 Allocation Type Direct Allocation Account Name Instructional Non-Certified Salaries  | \$45,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>17-1000-121-103-179   | arning Loss Set Aside Expenditure   |  |  |
| Total Expenditures Total Expenditures The Item ID: 254-3-0003 Allocation Type Direct Allocation Account Name Instructional Non-Certified Salaries Function Code  | \$45,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number  | arning Loss Set Aside Expenditure<br>oss Set Aside Expenditure  |  |  |
| Total Expenditures Ine Item ID: 254-3-0003 Allocation Type Direct Allocation Account Name Instructional Non-Certified Salaries Function Code 1000 - Instruction  | \$45,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>17-1000-121-103-179<br>Object Code  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.        |  |  |
| Total Expenditures Total Expenditures ne Item ID: 254-3-0003 Allocation Type Direct Allocation Account Name Instructional Non-Certified Salaries Function Code 1000 - Instruction Please describe the expenditures withi Two Grade schools para educator remed   | \$45,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>17-1000-121-103-179<br>Object Code<br>121 - Full-Time Non-Certified Salaries  | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. a COVID-19 need |  |  |
| Total Expenditures ne Item ID: 254-3-0003 Allocation Type Direct Allocation Account Name Instructional Non-Certified Salaries Function Code 1000 - Instruction Please describe the expenditures withi Two Grade schools para educator remed reading and math.  | \$45,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>17-1000-121-103-179<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>in the account and how they will address  | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. a COVID-19 need |  |  |
| Total Expenditures ne Item ID: 254-3-0003 Allocation Type Direct Allocation Account Name Instructional Non-Certified Salaries Function Code 1000 - Instruction Please describe the expenditures withi Two Grade schools para educator remed reading and math. Budgeted Expenditures in SFY 2021  | \$45,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>17-1000-121-103-179<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>in the account and how they will address<br>iation for 21-22 and 22-23 school year work   | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. a COVID-19 need |  |  |
| Total Expenditures ne Item ID: 254-3-0003 Allocation Type Direct Allocation Account Name Instructional Non-Certified Salaries Function Code 1000 - Instruction Please describe the expenditures within   | \$45,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>17-1000-121-103-179<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>in the account and how they will address<br>iation for 21-22 and 22-23 school year work<br>\$0  | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. a COVID-19 need |  |  |
| Total Expenditures Total Expenditures ne Item ID: 254-3-0003 Allocation Type Direct Allocation Account Name Instructional Non-Certified Salaries Function Code 1000 - Instruction Please describe the expenditures withi Two Grade schools para educator remed reading and math. Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$45,000<br><b>Is this Item for the 20% Minimuim Lea</b><br>YES - this item is marked for Learning Loc<br><b>Account Number</b><br>17-1000-121-103-179<br><b>Object Code</b><br>121 - Full-Time Non-Certified Salaries<br><b>in the account and how they will address</b><br>iation for 21-22 and 22-23 school year work<br>\$0<br>\$0<br>\$0 | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. a COVID-19 need |  |  |

## **ESSER III APPLICATION FOR D0257**

#### **KSDE Application Comments**

How did you verify that the underserved populations participated in the survey? Please explain what follow up measures took place.

Please be sure to save your comments for the stakeholder.

https://docs.google.com/document/d/1axRNqx\_atmSXg3WebTBgZ2Aqrcf96SY\_Zi7y0ycBJTw/edit

#### **Current Directory Information**

| District            | Address  | Mail Address                                       |
|---------------------|--|--|
| lola                | 305 North Washington Street, Iola, KS<br>667492997 | 305 North Washington Street, Iola, KS<br>667492997 |
| Superintendent Name | Superintendent E-mail Address                      | Superintendent Phone Number                        |
| Stacey Fager        | stacey.fager@usd257.org                            | (620) 365-4700                                     |

#### **Authorized Representative of the District Information**

| lame Position of Title        |                  | E-mail Address Phone Num                         |                            |  |
|-------------------------------|------------------|--|----------------------------|--|
| Stacey Fager                  | Superintendent   | stacey.fager@usd257.org                          | (620) 365-4700             |  |
| Other District Representative | <u>1 - Name</u>  | Other District Representative                    | <u> 1 - E-mail Address</u> |  |
| jenna.higginbotham@usd257.c   | rg               | jenna.higginbotham@usd257.org                    |                            |  |
| Other District Representative | <u> 2 - Name</u> | Other District Representative 2 - E-mail Address |                            |  |
| marcie.boring@usd257.org      |                  | marcie.boring@usd257.org                         |                            |  |
|                               |                  |  |                            |  |

#### Plan for Safe Return

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

https://s3.amazonaws.com/scschoolfiles/537/esseriii-districtplanforsafereturntoin-personinstruction-iola\_usd257.pdf

#### Use of Funds for CDC Guidance

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

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

#### **Stakeholder Engagement**

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

#### Students

The principals at the Middle and High School met with their student councils to discuss the proposed ESSER 3 plan and to receive the feedback. The principals then brought the feedback to the admin team for discussion. Students also participated in the online community survey, which was open to anyone who wanted to respond.

#### Families

A community survey was conducted and shared through social media, our website, and paper copies upon request. There were 363 responses to the survey. The breakdown included 278 parents, 45 district staff, 23 community members, and 17 student responses. The survey results showed that the priorities to focus on would be: technology upgrades, safety/security upgrades to the facilities, additional support for academic interventions and after school programs, additional support for social/emotional, additional curriculum resources, continuation of the HVAC upgrades, and continue outside social/emotional contracting with SEK Mental Health.

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

The admin team met to discuss the community survey before it was sent and after results were gathered. The admin took the results and developed a plan of how we could implement what the survey noted was most important. The district also collaborated with our local special education cooperative director to ensure our ESSER 3 plan supported the needs of all populations of students.

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

The school district worked directly with our school district bargaining unit to address funding needs and to ensure they met the needs of students, community, and staff. Our superintendent and INEA president work closely together and meet monthly to continue open communication.

#### Tribes

Our school information system indicates that we do not have any students enrolled in the district who are connected to a tribe.

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

To seek feedback and input from Civil Rights Organizations, including Disability Rights organizations, we first considered internal strategies and action steps. To begin, we attempted to identify specific organizations within our school district boundaries. Then, we attempted to identify parents, guardians, business owners, and/or community members that may be affiliated in some capacity with a Civil Rights Organization. These attempts did not yield any contacts. Therefore, we shifted our efforts to examining some external resources to determine if we missed any opportunities for local outreach and engagement. We consulted websites for the ACLU, Kansas Human Rights Commission, Kansas Action for Children, Disability Rights Center of Kansas, Kansas NAACP, and Kansas Disability Resources and Advocacy Organizations. These efforts provided us with some perspectives to consider to ensure that inclusivity and barrier removal are integral in our decision-making and implementation of resources and support through these funds. Lastly, we worked closely with our local special education cooperative as well as our local education service agency for their feedback and input on our plan to ensure that inclusivity, equity, and diversity were accounted for in our plan.

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

All populations had an equal opportunity to participate and be represented through their responses to our community survey. When we reviewed our student information system, we confirmed that approximately 24% of our students would very likely meet the criteria for at least one of the underserved designations. Of our 363 responses, 278 were from parents, which is approximately 75% of the total respondents. Applying our percent of underserved families from above (24%), we are confident that we have appropriate and sufficient representation from underserved families in the response set. Our concern in asking families to identify themselves as one or more of the areas or categories of underserved is that, in our experience, this creates a barrier to participation. However, to ensure we receive this feedback and in addition to sharing the survey link repeatedly and through various school district communication methods, we also created our own "esser@usd257.org" email address so that we could keep the communication lines open with all families, including underserved students and families. This email address has been and will continue to be communicated with all of our stakeholders, including underserved families, as a way to continually seek and share feedback and input. We also sent a follow up survey only to families who qualify or identify within the underserved population of our district. With our follow up survey information, we guarantee that we have responses from underserved families and have included their feedback in our ESSER plan. We have also continued to work closely with our students, including those in underserved subgroup populations in our school district, in developing our ESSER support plan. Using this additional information from our underserved students and families, it was clear that the following supports were most needed: Updated and more technology, such as student computers, updated desktop computers, and new smartboards for the classrooms. Summer School and tutoring opportunities for students. Materials to help with learning gaps in reading and math.

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

A community survey was developed, publicized, and remained open for a two-week period for stakeholder feedback and input. The opportunity to participate was repeatedly shared through school district social media, our school district website, school and district newsletters, school communication / automated notification systems, and we even made paper copies available upon request. As a result of these efforts to engage our community in the participation in our survey, there were 363 responses. The breakdown included 278 parents, 45 district staff, 23 community members, and 17 student responses. The survey results showed that the priorities to focus on would be: technology upgrades, safety/security upgrades to the facilities, additional support for academic interventions and after school programs, additional support for social/emotional, additional curriculum resources, continuation of the HVAC upgrades, and continue outside social/emotional contracting with SEK Mental Health.

Additionally, our administrative team then took the results and discussed specific ways we could implement the recommendations and consideration within each of our buildings. Furthermore, we plan to share the results publicly as follows:

\*\*We will use the charts and graphs from the results of the survey to create a brief PowerPoint or InfoGraphic of the information and send this information to all stakeholders via email and/or post on our website.

\*\*We will share the results of the survey with our existing district and school leadership teams, Site Councils, planning teams, focus groups, etc.

\*\*We will consider sharing our finalized plans in our newsletters and other communications that we utilize regularly

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

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

The USD 257-Iola School district offered remote learning through the 20-21 school year. We had around 10% of students choose remote learning. The larger impact on student learning was from the quarantine of close contacts. We had 843 student or staff quarantines throughout the 20-21 school year, some of those students being quarantined multiple times. Going between learning in person to online was a challenge for many students and resulted in learning loss.

The biggest notice of learning loss was with our Kindergarten and 1st grade students. In the fall the fastbridge data, showed that 43% of kindergarten students were below level in reading and 37% below in math. Unfortunately with the constant quarantines of staff and students it was difficult to close the gap in these areas for our kindergarten students, we also feel wearing a mask while teaching the foundations of reading affected our scores. In the spring we were sitting at 78% of kindergarten students below grade level in reading and 47% below grade level in math.

We feel our first graders losing the last nine weeks of their kindergarten school year really impacted our fall Fastbridge scores. In the fall 62% of 1st graders were below grade level in reading and 38% below grade level in math. We were able to help some students gain grade level status and ended the school year with 52% below grade level in reading and 39% below in math.

We saw our scores drop across all grade levels and teachers worked especially hard to bring students up to grade level, but with the hardships of the 20-21 school year, this was a very daunting task and we are still working at it.

The district posted improved grade level scores in 5 of the 7 tests in ELA, 4 of the 7 tests in math, and 2 of 3 tests in science compared to 2019. The district also had more students move out of level 1 to level 2, as well as increased its percentages of students in level 3 and 4 in almost all grade levels. Besides scoring better in 2021 than 2019, the district had 5 grade levels at or above state average results in both ELA and Math, with 2 grade levels in science at or above state average. Additionally, our district did not see a disproportionate impact on special populations

The district did take steps to address social-emotional issues, however, this wasn't a bigger issue than in years prior. Basically, the district went to school, addressed COVID issues as they arose, and had a relatively normal school year.

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

We provide SafeBase Tutoring after school and through the summer for students that need additional academic support identified by their parent or teacher. We also provide after school tutoring at the middle school and high school by teachers.

We provide a summer program through the month of June with our SafeBase program This summer program provides academic and enrichment opportunities for the students. This program helps with learning loss associated with COVID and the continuation of expanding on what students have already learned.

We provide Edgenuity at the high school level for credit recovery. Students work on their courses in the library with a para monitoring and providing learning assistance as students need it. When a student is quarantined due to COVID for an extended period of time, the online Edgenuity program assists in keeping our students caught up on what they would be learning in the classroom.

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

We plan to spend the remaining ESSER funds to update our smart board technology in the classrooms. This was the first priority from the community survey, to continue to update technology. We need to update our smartboards so the bulbs are brighter and the picture is more accurate, this will provide the opportunity to social distance the students and still provide quality instruction. We will also use the updated smartboards to provide interventions for students with learning loss due to COVID. The updated smartboards have new technology that allows multiple students to write on the board at the same time and additional learning games and lessons to be used. We will also update our computers in the computer lab to provide individual learning stations. We will use these stations to social distance and provide interventions through learning programs. The learning programs will help close our learning gap acquired during the pandemic. The updated technology will be compatible with additional apps and learning programs we can utilize in math and reading.

We will use ESSER funds to continue the HVAC upgrades at the Middle School for better air quality for our students and staff. When students and staff feel safe at school the learning can increase to help make gains from the learning loss from the last two school years. The community survey reflected that this was a priority from our staff and parents.

ESSER money will be spent on social emotional curriculum at all levels in our district. We are providing social emotional support for our students as they continue to navigate changes that the pandemic has created. We feel providing a quality, evidence based program will help our students navigate the new normal of school.

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

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

#### Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$3,034,259              | \$0                | \$3,034,259             | ESSER III Allocations | \$606,852   |
| Approved Total        | \$2,723,802              | \$0                | \$2,723,802             | Approved Total        | \$606,852   |
| Amount Left           | \$310,457                | \$0                | \$310,457               | Amount Still Needed   | \$0         |
| In Review Total       | \$310,457                | \$0                | \$310,457               | In Review Total       | \$0         |
| Amount Left           | \$0                      | \$0                | \$0                     | Amount Still Needed   | \$0         |

#### Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 257-3-0022 | Direct             | False            | 2600             | 719            | 14               | \$310,457          | Task Force Review |
| 257-3-0001 | Direct             | False            | 1000             | 730            | 9                | \$176,319          | Approved          |
| 257-3-0002 | Direct             | True             | 1000             | 120            | 11A              | \$99,000           | Approved          |
| 257-3-0003 | Direct             | True             | 1000             | 220            | 11A              | \$9,000            | Approved          |
| 257-3-0004 | Direct             | True             | 1000             | 600            | 11A              | \$19,500           | Approved          |
| 257-3-0005 | Direct             | True             | 2710             | 810            | 11A              | \$7,500            | Approved          |
| 257-3-0006 | Direct             | True             | 1000             | 110            | 11A              | \$80,000           | Approved          |
| 257-3-0007 | Direct             | False            | 2600             | 430            | 14               | \$982,759          | Approved          |
| 257-3-0010 | Direct             | True             | 1000             | 644            | 4                | \$1,528            | Approved          |
| 257-3-0011 | Direct             | False            | 1000             | 640            | 4                | \$10,000           | Approved          |
| 257-3-0012 | Direct             | False            | 1000             | 640            | 4                | \$20,000           | Approved          |
| 257-3-0013 | Direct             | False            | 2600             | 730            | 14               | \$374,480          | Approved          |
| 257-3-0014 | Direct             | False            | 2600             | 430            | 14               | \$75,892           | Approved          |
| 257-3-0015 | Direct             | True             | 1000             | 644            | 12               | \$133,345          | Approved          |
| 257-3-0016 | Direct             | True             | 1000             | 644            | 12               | \$80,000           | Approved          |
| 257-3-0017 | Direct             | True             | 1000             | 644            | 12               | \$20,263           | Approved          |
| 257-3-0018 | Direct             | True             | 1000             | 644            | 12               | \$14,400           | Approved          |
| 257-3-0019 | Direct             | True             | 1000             | 110            | 12               | \$142,316          | Approved          |
| 257-3-0020 | Direct             | False            | 2500             | 110            | 16               | \$255,000          | Approved          |
| 257-3-0021 | Direct             | False            | 2500             | 120            | 15               | \$222,500          | Approved          |

#### Line Item Details

#### **Allocation Type** Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure **Direct Allocation** NO - this item is not marked for Learning Loss Set Aside Expenditure Account Name Account Number **REPAIR/MAINTENANCE - ESSER3** 99885 **Function Code Object Code** Allowable Use 2600 - Operation and Maintenance of 719 - All Other Improvements 14 - Inspection, testing, maintenance, Plant Services (All except repair, replacement and upgrade Transportation) projects to improve the indoor air quality in school facilities.

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

\*\*Emailed RFP, window design, and environmental letter. 5/16/2023

REPLACEMENT OF THE WINDOWS AT IOLA MIDDLE SCHOOL TO HELP WITH AIR QUALITY AND PURIFICATION TO LESSEN THE RISK OF COVID TRANSMISSION. WE WILL BE REPLACING NON-FUNCTIONING WINDOWS WITH OPERATING WINDOWS TO INCREASE FRESH AIR AND VENTILATION.

USD257 CONTRACTS WITH DCS SERVICES TO SEEK BIDS FROM VENDORS RELEVANT TO THE INDUSTRY, WHILE ISSUING A PROPOSED BUDGET THAT THE PROJECT CAN'T EXCEED. WITH THE REMAINING FUNDS, IOLA USD 257, WOULD LIKE TO START WITH THE SOUTH AND EAST WINDOWS FIRST. WE WILL BE USING REMAINING ESSER III, KDHE GRANT, AND CAPITAL OUTLAY TO COMPLETE THESE TWO PROJECTS.

SOUTH WINDOWS -\$206,318 EAST WINDOWS - \$286,711

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$0       |
| Budgeted Expenditures in SFY 2023 | \$0       |
| Budgeted Expenditures in SFY 2024 | \$310,457 |
| Total Expenditures                | \$310,457 |

<u>Status</u> Task Force Review

#### Line Item Comment from KSDE

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

| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |
|---|---|---|
|   |   |   |
| Account Name  | Account Number  |   |
| TECHNOLOGY EQUIPMENT - ESSER3   | 99890   |   |
| Function Code   | Object Code   | Allowable Use   |
| 1000 - Instruction  | 730 - Equipment   | 9 - Purchasing educational technology   |
|   |   | (including hardware, software, and connectivity) for the LEA's students.  |
| Please describe the expenditures with   | in the account and how they v   | will address a COVID-19 need  |
|   |   |   |
| SMARTBOARD INTERACTIVE DISPLAYS A   | AND COMPUTERS FOR CLASSRO   | DOMS TO REPLACE THE CURRENT OUTDATED  |
| TECHNOLOGY. THIS WILL ALLOW STUE  | DENTS TO SEE LEARNING MATE  | RIALS AND ASSIGNMENTS MORE CLEARLY, AS THEY   |
| TECHNOLOGY. THIS WILL ALLOW STUE<br>ARE DISTANCED AND MORE SPREAD OU  | DENTS TO SEE LEARNING MATE<br>JT IN CLASSROOMS. THIS TECH   | RIALS AND ASSIGNMENTS MORE CLEARLY, AS THEY<br>INOLOGY WILL ALSO ENHANCE CURRICLUM /LESSON  |
| TECHNOLOGY. THIS WILL ALLOW STUE<br>ARE DISTANCED AND MORE SPREAD OU<br>DEVELOPMENT TO TARGET COVID LEAR  | DENTS TO SEE LEARNING MATE<br>JT IN CLASSROOMS. THIS TECH<br>NING LOSS AND TO EFFECTIVE   | RIALS AND ASSIGNMENTS MORE CLEARLY, AS THEY<br>INOLOGY WILL ALSO ENHANCE CURRICLUM /LESSON<br>LY SHARE LESSONS TO BOTH STUDENTS IN THE  |
| TECHNOLOGY. THIS WILL ALLOW STUE<br>ARE DISTANCED AND MORE SPREAD OU<br>DEVELOPMENT TO TARGET COVID LEAR<br>CLASSROOM AS WELL AS THOSE WHO  | DENTS TO SEE LEARNING MATE<br>JT IN CLASSROOMS. THIS TECH<br>NING LOSS AND TO EFFECTIVE<br>ARE REMOTE DUE TO COVID QU   | RIALS AND ASSIGNMENTS MORE CLEARLY, AS THEY<br>INOLOGY WILL ALSO ENHANCE CURRICLUM /LESSON<br>LY SHARE LESSONS TO BOTH STUDENTS IN THE<br>UARANTINE. THIS UPDATED TECHNOLOGY WILL                           |
| TECHNOLOGY. THIS WILL ALLOW STUE<br>ARE DISTANCED AND MORE SPREAD OU<br>DEVELOPMENT TO TARGET COVID LEAR<br>CLASSROOM AS WELL AS THOSE WHO  | DENTS TO SEE LEARNING MATE<br>JT IN CLASSROOMS. THIS TECH<br>NING LOSS AND TO EFFECTIVE<br>ARE REMOTE DUE TO COVID QU   | RIALS AND ASSIGNMENTS MORE CLEARLY, AS THEY<br>INOLOGY WILL ALSO ENHANCE CURRICLUM /LESSON<br>LY SHARE LESSONS TO BOTH STUDENTS IN THE<br>UARANTINE. THIS UPDATED TECHNOLOGY WILL                           |
| TECHNOLOGY. THIS WILL ALLOW STUE<br>ARE DISTANCED AND MORE SPREAD OU<br>DEVELOPMENT TO TARGET COVID LEAR<br>CLASSROOM AS WELL AS THOSE WHO<br>SUPPORT OUR EDUCATORS AS THEY CO  | DENTS TO SEE LEARNING MATE<br>JT IN CLASSROOMS. THIS TECH<br>NING LOSS AND TO EFFECTIVE<br>ARE REMOTE DUE TO COVID QU   | RIALS AND ASSIGNMENTS MORE CLEARLY, AS THEY<br>INOLOGY WILL ALSO ENHANCE CURRICLUM /LESSON<br>LY SHARE LESSONS TO BOTH STUDENTS IN THE<br>UARANTINE. THIS UPDATED TECHNOLOGY WILL                           |
| TECHNOLOGY. THIS WILL ALLOW STUE<br>ARE DISTANCED AND MORE SPREAD OU<br>DEVELOPMENT TO TARGET COVID LEAR<br>CLASSROOM AS WELL AS THOSE WHO<br>SUPPORT OUR EDUCATORS AS THEY CO<br>Budgeted Expenditures in SFY 2021   | DENTS TO SEE LEARNING MATE<br>JT IN CLASSROOMS. THIS TECH<br>NING LOSS AND TO EFFECTIVE<br>ARE REMOTE DUE TO COVID QU<br>DNTINUE TO CLOSE THE LEARNI                            | RIALS AND ASSIGNMENTS MORE CLEARLY, AS THEY<br>INOLOGY WILL ALSO ENHANCE CURRICLUM /LESSON<br>LY SHARE LESSONS TO BOTH STUDENTS IN THE<br>UARANTINE. THIS UPDATED TECHNOLOGY WILL                           |
| TECHNOLOGY. THIS WILL ALLOW STUE<br>ARE DISTANCED AND MORE SPREAD OU<br>DEVELOPMENT TO TARGET COVID LEAR  | DENTS TO SEE LEARNING MATE<br>JT IN CLASSROOMS. THIS TECH<br>NING LOSS AND TO EFFECTIVE<br>ARE REMOTE DUE TO COVID QU<br>DNTINUE TO CLOSE THE LEARNI<br>\$176,319               | RIALS AND ASSIGNMENTS MORE CLEARLY, AS THEY<br>INOLOGY WILL ALSO ENHANCE CURRICLUM /LESSON<br>LY SHARE LESSONS TO BOTH STUDENTS IN THE<br>UARANTINE. THIS UPDATED TECHNOLOGY WILL                           |
| TECHNOLOGY. THIS WILL ALLOW STUE<br>ARE DISTANCED AND MORE SPREAD OU<br>DEVELOPMENT TO TARGET COVID LEAR<br>CLASSROOM AS WELL AS THOSE WHO<br>SUPPORT OUR EDUCATORS AS THEY CO<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | DENTS TO SEE LEARNING MATE<br>JT IN CLASSROOMS. THIS TECH<br>NING LOSS AND TO EFFECTIVE<br>ARE REMOTE DUE TO COVID QU<br>DNTINUE TO CLOSE THE LEARNI<br>\$176,319<br>\$0        | RIALS AND ASSIGNMENTS MORE CLEARLY, AS THEY<br>INOLOGY WILL ALSO ENHANCE CURRICLUM /LESSON<br>LY SHARE LESSONS TO BOTH STUDENTS IN THE<br>UARANTINE. THIS UPDATED TECHNOLOGY WILL                           |
| TECHNOLOGY. THIS WILL ALLOW STUE<br>ARE DISTANCED AND MORE SPREAD OU<br>DEVELOPMENT TO TARGET COVID LEAR<br>CLASSROOM AS WELL AS THOSE WHO<br>SUPPORT OUR EDUCATORS AS THEY CC<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | DENTS TO SEE LEARNING MATE<br>JT IN CLASSROOMS. THIS TECH<br>NING LOSS AND TO EFFECTIVE<br>ARE REMOTE DUE TO COVID QU<br>DNTINUE TO CLOSE THE LEARNI<br>\$176,319<br>\$0<br>\$0 | RIALS AND ASSIGNMENTS MORE CLEARLY, AS THEY<br>INOLOGY WILL ALSO ENHANCE CURRICLUM /LESSON<br>LY SHARE LESSONS TO BOTH STUDENTS IN THE<br>UARANTINE. THIS UPDATED TECHNOLOGY WILL<br>ING GAPS DUE TO COVID. |

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the EvidenceBased criteria as defined in ESEA.

| Ilocation Type  | Is this Item for the 20% Minimum L  | • ·  |
|---|---|--|
| Direct Allocation   | YES - this item is marked for Learning  | Loss Set Aside Expenditure   |
| Account Name  | Account Number  |  |
| SAFEBASE INSTRUCTION - ESSER3   | 99886   |  |
| Function Code   | Object Code   | Allowable Use  |
| 1000 - Instruction  | 120 - Regular Non-Certified Salaries  | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.  |
| Please describe the expenditures with   | in the account and how they will addre  | ss a COVID-19 need   |
| SAFEBASE SUMMER PROGRAM TO MEET   | T THE SOCIAL, EMOTIONAL, AND LEARNII  | NG GAP NEEDS OF OUR STUDENTS   |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$33,000  |  |
| Budgeted Expenditures in SFY 2023   | \$33,000  |  |
| Budgeted Expenditures in SFY 2024   | \$33,000  | Status   |
|   | ,   |  |
| Total Expenditures<br>Line Item Comment from KSDE<br>Applicant responded via email: We antici<br>ne Item ID: 257-3-0003   | \$99,000<br>ipate hiring 25-30 staff members per year<br>Is this Item for the 20% Minimuim L  |  |
| Total Expenditures<br>Line Item Comment from KSDE   |   | depending on how many students enroll  |
| Total Expenditures<br>Line Item Comment from KSDE<br>Applicant responded via email: We anticinne Item ID: 257-3-0003<br>Allocation Type<br>Direct Allocation  | ipate hiring 25-30 staff members per year<br>Is this Item for the 20% Minimuim L  | depending on how many students enroll  |
| Total Expenditures Line Item Comment from KSDE Applicant responded via email: We antici ne Item ID: 257-3-0003 Allocation Type Direct Allocation Account Name   | ipate hiring 25-30 staff members per year<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning  | depending on how many students enroll  |
| Total Expenditures Line Item Comment from KSDE Applicant responded via email: We antici ne Item ID: 257-3-0003 Allocation Type Direct Allocation Account Name SAFEBASE TAXES - ESSER3   | ipate hiring 25-30 staff members per year<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number  | depending on how many students enroll  |
| Total Expenditures Line Item Comment from KSDE Applicant responded via email: We antici ne Item ID: 257-3-0003 Allocation Type Direct Allocation Account Name SAFEBASE TAXES - ESSER3 Function Code   | ipate hiring 25-30 staff members per year<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>99887   | depending on how many students enroll<br><b>cearning Loss Set Aside Expenditure</b><br>Loss Set Aside Expenditure  |
| Total Expenditures Line Item Comment from KSDE Applicant responded via email: We antici ne Item ID: 257-3-0003 Allocation Type  | ipate hiring 25-30 staff members per year<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>99887<br>Object Code  | depending on how many students enroll<br><u>earning Loss Set Aside Expenditure</u><br>Loss Set Aside Expenditure<br>Allowable Use  |
| Total Expenditures Line Item Comment from KSDE Applicant responded via email: We antici ne Item ID: 257-3-0003 Allocation Type Direct Allocation Account Name SAFEBASE TAXES - ESSER3 Function Code 1000 - Instruction  | ipate hiring 25-30 staff members per year<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>99887<br>Object Code  | depending on how many students enroll         earning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         11A - Planning and implementing summer learning or enrichment programs.  |
| Total Expenditures Line Item Comment from KSDE Applicant responded via email: We antici ne Item ID: 257-3-0003 Allocation Type Direct Allocation Account Name SAFEBASE TAXES - ESSER3 Function Code 1000 - Instruction Please describe the expenditures with  | ipate hiring 25-30 staff members per year<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>99887<br>Object Code<br>220 - Social Security Contributions   | depending on how many students enroll         earning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         11A - Planning and implementing summer learning or enrichment programs.         start action         Allowable Use |
| Total Expenditures Line Item Comment from KSDE Applicant responded via email: We antici ne Item ID: 257-3-0003 Allocation Type Direct Allocation Account Name SAFEBASE TAXES - ESSER3 Function Code 1000 - Instruction Please describe the expenditures with SAFEBASE SUMMER PROGRAM TO MEET  | Ipate hiring 25-30 staff members per year<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>99887<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addre   | depending on how many students enroll         earning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         11A - Planning and implementing summer learning or enrichment programs.         start action         Allowable Use |
| Total Expenditures Line Item Comment from KSDE Applicant responded via email: We antici ne Item ID: 257-3-0003 Allocation Type Direct Allocation Account Name SAFEBASE TAXES - ESSER3 Function Code 1000 - Instruction Please describe the expenditures with SAFEBASE SUMMER PROGRAM TO MEET Budgeted Expenditures in SFY 2021                                    | ipate hiring 25-30 staff members per year<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>99887<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addre<br>THE SOCIAL, EMOTIONAL, AND LEARNIN                   | depending on how many students enroll         earning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         11A - Planning and implementing summer learning or enrichment programs.         start action         Allowable Use |
| Total Expenditures Line Item Comment from KSDE Applicant responded via email: We antici ne Item ID: 257-3-0003 Allocation Type Direct Allocation Account Name SAFEBASE TAXES - ESSER3 Function Code 1000 - Instruction Please describe the expenditures withi SAFEBASE SUMMER PROGRAM TO MEET Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | ipate hiring 25-30 staff members per year<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>99887<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addre<br>THE SOCIAL, EMOTIONAL, AND LEARNIN<br>\$0            | depending on how many students enroll         earning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         11A - Planning and implementing summer learning or enrichment programs.         start action         Allowable Use |
| Total Expenditures Line Item Comment from KSDE Applicant responded via email: We antici ne Item ID: 257-3-0003 Allocation Type Direct Allocation Account Name SAFEBASE TAXES - ESSER3 Function Code 1000 - Instruction Please describe the expenditures with  | ipate hiring 25-30 staff members per year<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>99887<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addre<br>THE SOCIAL, EMOTIONAL, AND LEARNIN<br>\$0<br>\$3,000 | depending on how many students enroll         earning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         11A - Planning and implementing summer learning or enrichment programs.         start action         Allowable Use |

| <u>llocation Type</u>   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |  |
|---|---|--|
| Direct Allocation   | YES - this item is marked for Learning  | J Loss Set Aside Expenditure   |
| Account Name  | Account Number  |  |
| SAFEBASE SUPPLIES - ESSER3  | 99888   |  |
| Function Code   | Object Code   | Allowable Use  |
| 1000 - Instruction  | 600 - SUPPLIES AND MATERIALS  | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.  |
| Please describe the expenditures with   | in the account and how they will addre  | ess a COVID-19 need  |
| SAFEBASE SUMMER PROGRAM TO MEET   | T THE SOCIAL, EMOTIONAL, AND LEARN  | ING GAP NEEDS OF OUR STUDENTS  |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$6,500   |  |
| Budgeted Expenditures in SFY 2023   | \$6,500   |  |
|   |   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024   | \$6,500   | Status   |
| Budgeted Expenditures in SFY 2024   | <u>\$6,500</u><br>\$19,500  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0005   | \$19,500  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0005<br>Allocation Type<br>Direct Allocation   | \$19,500<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$19,500<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SAFEBASE OTHER DIRECT - ESSER3   | \$19,500<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>99889  | Approved<br>Learning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SAFEBASE OTHER DIRECT - ESSER3<br>Function Code  | \$19,500<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>99889<br>Object Code   | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure Allowable Use   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SAFEBASE OTHER DIRECT - ESSER3   | \$19,500<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>99889  | Approved<br>Learning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SAFEBASE OTHER DIRECT - ESSER3<br>Function Code<br>2710 - Vehicle Operation  | \$19,500<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>99889<br>Object Code   | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure Allowable Use  11A - Planning and implementing summer learning or enrichment programs.  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SAFEBASE OTHER DIRECT - ESSER3<br>Function Code<br>2710 - Vehicle Operation<br>Please describe the expenditures withi  | \$19,500<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>99889<br>Object Code<br>810 - Dues and Fees  | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  11A - Planning and implementing summer learning or enrichment programs.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SAFEBASE OTHER DIRECT - ESSER3<br>Function Code<br>2710 - Vehicle Operation<br>Please describe the expenditures withi  | \$19,500<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>99889<br>Object Code<br>810 - Dues and Fees<br>in the account and how they will addre  | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  11A - Planning and implementing summer learning or enrichment programs.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SAFEBASE OTHER DIRECT - ESSER3<br>Function Code<br>2710 - Vehicle Operation<br>Please describe the expenditures withi<br>SAFEBASE SUMMER PROGRAM TO MEET<br>Budgeted Expenditures in SFY 2021                                      | \$19,500<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>99889<br>Object Code<br>810 - Dues and Fees<br>in the account and how they will addre<br>THE SOCIAL, EMOTIONAL, AND LEARNING   | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  11A - Planning and implementing summer learning or enrichment programs.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SAFEBASE OTHER DIRECT - ESSER3<br>Function Code<br>2710 - Vehicle Operation<br>Please describe the expenditures withi<br>SAFEBASE SUMMER PROGRAM TO MEET   | \$19,500<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>99889<br>Object Code<br>810 - Dues and Fees<br>in the account and how they will addre<br>THE SOCIAL, EMOTIONAL, AND LEARNING<br>\$0  | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  11A - Planning and implementing summer learning or enrichment programs.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SAFEBASE OTHER DIRECT - ESSER3<br>Function Code<br>2710 - Vehicle Operation<br>Please describe the expenditures withi<br>SAFEBASE SUMMER PROGRAM TO MEET<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$19,500<br><b>Is this Item for the 20% Minimuim</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>99889<br><b>Object Code</b><br>810 - Dues and Fees<br><b>in the account and how they will addre</b><br>THE SOCIAL, EMOTIONAL, AND LEARNING<br>\$0<br>\$2,500 | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  11A - Planning and implementing summer learning or enrichment programs.  Ess a COVID-19 need |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure              |   |
|--|--|---|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure                  |   |
| Account Name   | Account Number   |   |
| SAFEBASE TUTORING - ESSER3   | 99893  |   |
| Function Code  | Object Code  | Allowable Use                                     |
| 1000 - Instruction   | 110 - Regular Certified Salaries   | 11A - Planning and implementing                   |
|  |  | summer learning or enrichment programs.           |
| Please describe the expenditures withi<br>SAFEBASE TUTORING PROGRAM TO MEE   | ET THE SOCIAL, EMOTIONAL, AND LEAF   |   |
| SAFEBASE TUTORING PROGRAM TO MEE<br>Budgeted Expenditures in SFY 2021  | ET THE SOCIAL, EMOTIONAL, AND LEAF<br>\$20,000                                     |   |
| SAFEBASE TUTORING PROGRAM TO ME  | ET THE SOCIAL, EMOTIONAL, AND LEAF   |   |
| SAFEBASE TUTORING PROGRAM TO MEE<br>Budgeted Expenditures in SFY 2021  | ET THE SOCIAL, EMOTIONAL, AND LEAF<br>\$20,000                                     |   |
| SAFEBASE TUTORING PROGRAM TO MEE<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | ET THE SOCIAL, EMOTIONAL, AND LEAF<br>\$20,000<br>\$20,000                         |   |
| SAFEBASE TUTORING PROGRAM TO MEE<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | ET THE SOCIAL, EMOTIONAL, AND LEAF<br>\$20,000<br>\$20,000<br>\$20,000             | RNING GAP NEEDS OF OUR STUDENTS.                  |
| SAFEBASE TUTORING PROGRAM TO MEE<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | ET THE SOCIAL, EMOTIONAL, AND LEAF<br>\$20,000<br>\$20,000<br>\$20,000<br>\$20,000 | RNING GAP NEEDS OF OUR STUDENTS.<br><u>Status</u> |

| <u>Allocation Type</u><br>Direct Allocation  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                            |  |
|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure                             |  |
| Account Name   | Account Number   |  |
| REPAIR/MAINTENANCE - ESSER3  | 99885  |  |
| Function Code  | Object Code  | Allowable Use  |
| 2600 - Operation and Maintenance of  | 430 - Repairs and Maintenance Services   | 14 - Inspection, testing, maintenance,                           |
| Plant Services (All except   |  | repair, replacement and upgrade                                  |
| Transportation)  |  | projects to improve the indoor air quality in school facilities. |
|  |  |  |
|  |  |  |
| HVAC UPGRADE CONTINUATION AT THE   | n the account and how they will address<br>E MIDDLE SCHOOL TO HELP WITH AIR QUA                  |  |
| HVAC UPGRADE CONTINUATION AT THE<br>RISK OF COVID TRANSMISSION.  | •  |  |
| HVAC UPGRADE CONTINUATION AT THE   | E MIDDLE SCHOOL TO HELP WITH AIR QUA   |  |
| HVAC UPGRADE CONTINUATION AT THI<br>RISK OF COVID TRANSMISSION.<br>Budgeted Expenditures in SFY 2021   | E MIDDLE SCHOOL TO HELP WITH AIR QUA<br>\$982,759  |  |
| HVAC UPGRADE CONTINUATION AT THI<br>RISK OF COVID TRANSMISSION.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | E MIDDLE SCHOOL TO HELP WITH AIR QUA<br>\$982,759<br>\$0   |  |
| HVAC UPGRADE CONTINUATION AT THE<br>RISK OF COVID TRANSMISSION.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023   | E MIDDLE SCHOOL TO HELP WITH AIR QUA<br>\$982,759<br>\$0<br>\$0                                  | LITY AND PURIFICATION TO LESSEN THE                              |
| HVAC UPGRADE CONTINUATION AT THE<br>RISK OF COVID TRANSMISSION.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024  | E MIDDLE SCHOOL TO HELP WITH AIR QUA<br>\$982,759<br>\$0<br>\$0<br>\$0<br>\$0                    | LITY AND PURIFICATION TO LESSEN THE                              |
| HVAC UPGRADE CONTINUATION AT THE<br>RISK OF COVID TRANSMISSION.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item Comment from KSDE | E MIDDLE SCHOOL TO HELP WITH AIR QUA<br>\$982,759<br>\$0<br>\$0<br>\$0<br>\$0                    | LITY AND PURIFICATION TO LESSEN THE<br>Status<br>Approved        |
| HVAC UPGRADE CONTINUATION AT THE<br>RISK OF COVID TRANSMISSION.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item Comment from KSDE | E MIDDLE SCHOOL TO HELP WITH AIR QUA<br>\$982,759<br>\$0<br>\$0<br>\$0<br>\$982,759<br>\$982,759 | LITY AND PURIFICATION TO LESSEN THE<br>Status<br>Approved        |

| Allocation Type<br>Direct Allocation  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |   |
|---|--|---|
| Account Name  | Account Number   |   |
| TEXTBOOKS - ESSER3  | 99891  |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 644 - Textbooks  | 4 - Activities to address the unique<br>needs of low-income children, children<br>with disabilities, English learners, racial<br>and ethnic minorities, students<br>experiencing homelessness, and foster |
| Please describe the expenditures with   | n the account and how they w   | care youth, including outreach and service delivery.  |
| •   | ATERIAL TO HELP STUDENTS OF  | care youth, including outreach and<br>service delivery.<br>All AGES TO BETTER COMPREHEND THEIR  |
| SOCIAL & EMOTIONAL CURRICULUM M   | ATERIAL TO HELP STUDENTS OF  | care youth, including outreach and<br>service delivery.<br>All AGES TO BETTER COMPREHEND THEIR  |
| SOCIAL & EMOTIONAL CURRICULUM MA<br>EMOTIONS AND TO DEMONSTRATE EM  | ATERIAL TO HELP STUDENTS OF<br>PATHY FOR OTHERS DUE TO CO  | care youth, including outreach and<br>service delivery.<br>All AGES TO BETTER COMPREHEND THEIR  |
| SOCIAL & EMOTIONAL CURRICULUM M<br>EMOTIONS AND TO DEMONSTRATE EM<br>Budgeted Expenditures in SFY 2021                                      | ATERIAL TO HELP STUDENTS OF<br>PATHY FOR OTHERS DUE TO CO<br>\$1,528   | care youth, including outreach and<br>service delivery.<br>All AGES TO BETTER COMPREHEND THEIR  |
| SOCIAL & EMOTIONAL CURRICULUM M<br>EMOTIONS AND TO DEMONSTRATE EM<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | ATERIAL TO HELP STUDENTS OF<br>PATHY FOR OTHERS DUE TO CO<br>\$1,528<br>\$0  | care youth, including outreach and<br>service delivery.<br>All AGES TO BETTER COMPREHEND THEIR  |

| Direct Allocation  | NO - this item is not marked for Le | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
|--------------------|-------------------------------------|--|--|
| Account Name       | Account Number                      |  |  |
| Textbooks - ESSER3 | 99891                               |  |  |
| Function Code      | Object Code                         | Allowable Use  |  |
| 1000 - Instruction | 640 - Books and Periodicals         | 4 - Activities to address the unique<br>needs of low-income children, children<br>with disabilities, English learners, racial<br>and ethnic minorities, students<br>experiencing homelessness, and foster<br>care youth, including outreach and<br>service delivery. |  |

#### ditures within the account and how they 19 need will addi ress

7 Mindsets curriculum for students. 7 Mindsets have proven to help bridge the gap for students' social emotional needs due to COVID-19. Students' emotions, anxiety, lack of desire due to being home have all increased due to COVID. 7 Mindsets has been beneficial to help put in place strategies and coping mechanisms for the students to handle these feelings. 7 Mindsets encourages appropriate socialization, which has been very limited since 2020 due to COVID and social distancing. Once students are socially and emotionally regulated they are then available to focus on learning, especially at the middle school setting we see the need and the gap even more than before.

| Budgeted Expenditures in SFY 2021 | \$10,000 |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$0      |
| Budgeted Expenditures in SFY 2024 | \$0      |
| Total Expenditures                | \$10,000 |

**Status** Approved

| Direct Allocation  | NO - this item is not marked for Le | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
|--------------------|-------------------------------------|--|--|
| Account Name       | Account Number                      | Account Number   |  |
| Textbooks - ESSER3 | 99891                               |  |  |
| Function Code      | Object Code                         | Allowable Use  |  |
| 1000 - Instruction | 640 - Books and Periodicals         | 4 - Activities to address the unique<br>needs of low-income children, children<br>with disabilities, English learners, racial<br>and ethnic minorities, students<br>experiencing homelessness, and foster<br>care youth, including outreach and<br>service delivery. |  |

7 Mindsets curriculum for students. 7 Mindsets have proven to help bridge the gap for students' social emotional needs due to COVID-19. Students' emotions, anxiety, lack of desire due to being home have all increased due to COVID. 7 Mindsets has been beneficial to help put in place strategies and coping mechanisms for the students to handle these feelings. 7 Mindsets encourages appropriate socialization, which has been very limited since 2020 due to COVID and social distancing. Once students are socially and emotionally regulated they are then available to focus on learning, especially at the middle school setting we see the need and the gap even more than before.

| 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 | <u>Status</u> |  |
| Total Expenditures                | \$20,000 | Approved      |  |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |
| Account Name   | Account Number  |  |
| EQUIPMENT-ESSER3   | 99894   |  |
| Function Code  | Object Code Allowable Use   |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 730 - Equipment   | 14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air<br>quality in school facilities. |

\*\*DOCUMENTATION (1 BID RECEIVED, HISTORICAL REVIEW) HAS BEEN SENT TO ESSER.

THIS IS THE PROPOSED SYSTEM IS AN EXPANSION OF THE DISTECH CONTROLS PLATFORM USED IN THE SCIENCE CENTER. IT IS A WEB-BASED DDC CONTROLS PLATFORM. THE DISTECH CONTROLS SYSTEM IS AN OPEN-PROTOCOL AND NONPROPRIETARY PLATFORM ALLOWING FUTURE EXPANSION AND RETROFIT AS THE SYSTEMS ARE BACKWARD COMPATIBLE ALLOWING FUTURE EXPANSION AND MODIFICATION WITHOUT DISPLACING THE PREVIOUSLY INSTALLED SYSTEMS TECHNOLOGY. THE DISTECH SYSTEM IS ALSO EXPANDABLE AND INCLUDES ADDITIONAL OPTIONS INCLUDING SEAMLESS INTEGRATION WITH OTHER FACILITY SYSTEMS SUCH AS LIGHTING. THE SYSTEM IS WEB-ENABLED AND DOES NOT REQUIRE PROPRIETARY SOFTWARE TO ACCESS, UTILIZE, AND MAINTAIN. ADDITIONAL INFORMATION REGARDING DISTECH CONTROLS IS AVAILABLE AT WWW.DISTECHCONTROLS.COM. THIS WILL HELP MITIGATE THE SPREAD OF COVID-19 AND ANY OTHER AIR-BORNE DISEASES. IT WOULD HELP IMPROVE OUR INDOOR AIR QUALITY AND FRESH AIR CIRCULATION FOR OUR FACILITY.

\*\*CONSTRUCTION AND CAPITAL EXPENDITURE REQUEST FORM SUBMITTED TO ESSER@KSDE.ORG ON 12/14/2022.

| Budgeted Expenditures in SFY 2021  | \$0       |               |
|------------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022  | \$0       |               |
| Budgeted Expenditures in SFY 2023  | \$374,480 |               |
| Budgeted Expenditures in SFY 2024  | \$0       | <u>Status</u> |
| Total Expenditures                 | \$374,480 | Approved      |
| Line Item Comment from KSDE        |           |               |
| Allowable if meets CDC guidelines. |           |               |

| Direct Allocation  | NO - this item is not marked for Learning  | JLoss Set Aside Expenditure  |
|--|--|--|
| Account Name   | Account Number   |  |
| REPAIR/MAINTENANCE-ESSER3  | 99885  |  |
| unction Code   | Object Code  | Allowable Use  |
| 600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)  | 430 - Repairs and Maintenance Services   | 14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air<br>quality in school facilities. |
| DISEASES. WE HAVE FOCUSED ON INC   | CHILLER TO HELP MITIGATE THE SPREAD OF<br>DOOR AIR QUALITY AND FRESH AIR CIRCULA                   |  |
| DISEASES. WE HAVE FOCUSED ON IND<br>DUR HIGH SCHOOL FACILITY.  |  | TION/VENTILATION/AIR FILTRATION IN   |
| DISEASES. WE HAVE FOCUSED ON IND<br>DUR HIGH SCHOOL FACILITY.<br>*CONSTRUCTION AND CAPITAL EXPEN   | DOOR AIR QUALITY AND FRESH AIR CIRCULA   | TION/VENTILATION/AIR FILTRATION IN   |
| DISEASES. WE HAVE FOCUSED ON IND<br>DUR HIGH SCHOOL FACILITY.<br>*CONSTRUCTION AND CAPITAL EXPEN   | DOOR AIR QUALITY AND FRESH AIR CIRCULA<br>IDITURE REQUEST FORM SUBMITTED TO ESS<br>\$0             | TION/VENTILATION/AIR FILTRATION IN   |
| DISEASES. WE HAVE FOCUSED ON IND<br>DUR HIGH SCHOOL FACILITY.<br>*CONSTRUCTION AND CAPITAL EXPEN<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | OOOR AIR QUALITY AND FRESH AIR CIRCULA<br>IDITURE REQUEST FORM SUBMITTED TO ESS<br>\$0<br>\$75,892 | TION/VENTILATION/AIR FILTRATION IN   |

| Allocation Type    | <u>Is this Item for the 20% Mir</u> | <u>iimuim Learning Loss Set Aside Expenditure</u>                                     |
|--------------------|-------------------------------------|---|
| Direct Allocation  | YES - this item is marked for       | Learning Loss Set Aside Expenditure   |
| Account Name       | Account Number                      |   |
| TEXTBOOKS - ESSER3 | 99891                               |   |
| Function Code      | Object Code                         | Allowable Use   |
| 1000 - Instruction | 644 - Textbooks                     | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

\*\*Clarification: The full CKLA quote is \$223,518. The requested amount from ESSER \$133,345 will cover the materials that directly impact our Special Education population and our title one intervention students. The difference will be covered by the district curriculum budget to cover materials for the core.

Amplify curriculum for grades K-5: Currently our reading data shows that on average our students are 56% at benchmark in reading. There are many factors that contribute to this. First, students lost a lot during COVID and getting them back on track has been a challenge. Second, the materials we are using to teach our core reading instruction are piece-mealed together. This is what we had on hand to teach and do our best with. This year, some of our classrooms have been piloting the Amplify CKLA curriculum. These classrooms have had an increase of students reading at level, each classroom that has used the CKLA materials this year have resulted in better Fastbridge data than the ones that have not. We have found the materials to be at a higher level along with explicitly teaching the skills. Two quality pieces to a core curriculum. Amplify also comes with mClass which provides interventions and reteaching opportunities. Our Special Education department has used a few of these resources along with our tiered systems of support interventions. Again, the materials are high quality and provide the support the students need to fill the gaps. This has proven to be more beneficial than asking teachers to pull other materials to teach their standards.

Our first grade is at 33% at benchmark, 33% some risk, and 33% high risk for reading levels. This seems to be a trend in Kansas due to COVID. Though we are providing the very best we can for first grade, quality materials with explicit instruction will help us fill the void and close the gap. We are seeing an increase in gaps, needs, and behaviors with our preschool and kindergarten students as well, due to COVID. We need to implement a quality core program now to change the impact that COVID has left on our students.

Overall, the Amplify CKLA purchase should qualify for the 20% ESSER money because it addresses the learning loss and the gaps created by COVID. This will provide students with evidence based core instruction to emphasize the skills that the students are lacking and to expose students to a rigorous program to help solidify our reading success.

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$133,345 |
| Budgeted Expenditures in SFY 2023 | \$0       |
| Budgeted Expenditures in SFY 2024 | \$0       |
| Total Expenditures                | \$133,345 |

| <u>Status</u> | <br> |  |
|---------------|------|--|
| Approved      |      |  |

#### Line Item Comment from KSDE

As per district, the full cost of this curriculum was \$275,000. The Core programs were not paid out of ESSER funds, only the Supplemental portion for the most impacted groups.

| Allocation Type    | <u>Is this Item for the 20% Mir</u> | imuim Learning Loss Set Aside Expenditure   |
|--------------------|-------------------------------------|---|
| Direct Allocation  | YES - this item is marked for       | Learning Loss Set Aside Expenditure   |
| Account Name       | Account Number                      |   |
| TEXTBOOKS - ESSER3 | 99891                               |   |
| Function Code      | Object Code                         | Allowable Use   |
| 1000 - Instruction | 644 - Textbooks                     | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

\*\*Clarification: The requested ESSER amount will cover materials for our Special Education population and used in our intervention language arts class for students that are not at grade level. The core materials for the classroom will be provided by the district curriculum budget.

MyPerspectives curriculum for grades 6-8 and interest based ELA for 9-12th. Some of the main impacts COVID had on our 6th-12th grade students is their lack of interest in learning, their learning loss created larger gaps, which resulted in struggling students that lack the desire to try. As educators, we can address the learning loss by providing quality, explicit, evidenced based materials for our students, along with making the learning interesting and relevant. Our 6th-12th grade teachers piloted a couple of programs this school year and found that the interest level of our students during myPerspectives lessons was high. But the most exciting part is that our middle school reading scores for students at benchmark increased from fall to winter. Our at benchmark kids increased by 10% at 6th grade, 9% at 7th grade, and 3% at 8th grade. This shows that having quality materials with explicit instruction can and will close our learning gap and increase students could choose the class based on a topic. The teachers still taught the standards but used different materials/stories to do it (fantasy, mystery, biographies, etc). We found a higher level of engagement, effort, and scores. Now that we have piloted we are requesting the 20% ESSER money to fund these programs to help with our 6th through 12th grade loss and gaps. We believe addressing this learning loss within the core we will reach more students.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$80,000 |               |
| Budgeted Expenditures in SFY 2023 | \$O      |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| Total Expenditures                | \$80,000 | Approved      |
|                                   |          |               |
|                                   |          |               |

| Allocation Type                          |                                    | <u>iimuim Learning Loss Set Aside Expenditure</u>                   |
|--|------------------------------------|---|
| Direct Allocation                        | YES - this item is marked for      | Learning Loss Set Aside Expenditure                                 |
| Account Name                             | Account Number                     |   |
| TEXTBOOKS - ESSER3                       | 99891                              |   |
| Function Code                            | Object Code                        | Allowable Use   |
| 1000 - Instruction                       | 644 - Textbooks                    | 12 - Addressing learning loss among                                 |
|  |                                    | students, including vulnerable populations.                         |
| Please describe the expenditures with    | in the account and how they w      | ill address a COVID-19 need   |
| work on skills that they are missing and | help them get to grade level skill | gnostic in reading and math and allows them time to s more quickly. |
| Budgeted Expenditures in SFY 2021        | \$0                                |   |
| Budgeted Expenditures in SFY 2022        | \$0                                |   |
| Budgeted Expenditures in SFY 2023        | \$12,158                           |   |
| Budgeted Expenditures in SFY 2024        | \$8,105                            | <u>Status</u>   |
| Total Expenditures                       | \$20,263                           | Approved  |
| ine Item ID: 257-3-0018                  |                                    |   |
| Allocation Type                          | Is this Item for the 20% Mir       | iimuim Learning Loss Set Aside Expenditure                          |
| Direct Allocation                        | YES - this item is marked for      | Learning Loss Set Aside Expenditure                                 |
| Account Name                             | Account Number                     |   |
| TEXTBOOKS - ESSER3                       | 99891                              |   |
|  |                                    |   |
| Function Code                            | Object Code                        | Allowable Use   |

Lexia: To combat learning loss in reading we are utilizing Lexia learning for students in kindergarten and 1st grade. This provides students an opportunity to take a diagnostic in reading and work on skills that they are needing to help them get to grade level skills more quickly.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$7,200  |
| Budgeted Expenditures in SFY 2024 | \$7,200  |
| Total Expenditures                | \$14,400 |

| <u>Status</u> |
|---------------|
| Approved      |
|               |

populations.

| Allocation Type  |  | im Learning Loss Set Aside Expenditure   |
|--|--|--|
| Direct Allocation  | YES - this item is marked for Learn  | ling Loss Set Aside Expenditure  |
| Account Name   | Account Number   |  |
| SALARY - ESSER3  | 99992  |  |
| Function Code  | Object Code  | Allowable Use  |
| 1000 - Instruction   | 110 - Regular Certified Salaries   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures withi   | n the account and how they will ad   | dress a COVID-19 need  |
| -  | -  | address learning loss in the areas of math and<br>le more intensive interventions with our specia  |
| Budgeted Expenditures in SFY 2021  | \$0  |  |
| Budgeted Expenditures in SFY 2022  | \$142,316  |  |
| Budgeted Expenditures in SFY 2023  | \$0  |  |
|  |  |  |
| Budgeted Expenditures in SFY 2024  | \$0  | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0020  | \$142,316  | Status<br>Approved<br>im Learning Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0020<br>Allocation Type<br>Direct Allocation  | \$142,316<br>Is this Item for the 20% Minimu<br>NO - this item is not marked for Le  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$142,316<br>Is this Item for the 20% Minimul<br>NO - this item is not marked for Le<br>Account Number   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name<br>INCENTIVES CERTIFIED - ESSER3   | \$142,316<br>Is this Item for the 20% Minimum<br>NO - this item is not marked for Le<br>Account Number<br>99981  | Approved<br>im Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name<br>INCENTIVES CERTIFIED - ESSER3<br>Function Code  | \$142,316<br>Is this Item for the 20% Minimul<br>NO - this item is not marked for Le<br>Account Number<br>99981<br>Object Code   | Approved<br>im Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure<br>Allowable Use  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name<br>INCENTIVES CERTIFIED - ESSER3   | \$142,316<br>Is this Item for the 20% Minimum<br>NO - this item is not marked for Le<br>Account Number<br>99981  | Approved<br>im Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name<br>INCENTIVES CERTIFIED - ESSER3<br>Function Code  | \$142,316<br>Is this Item for the 20% Minimul<br>NO - this item is not marked for Le<br>Account Number<br>99981<br>Object Code<br>110 - Regular Certified Salaries   | Approved<br>im Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name<br>INCENTIVES CERTIFIED - ESSER3<br>Function Code<br>2500 - Central Services   | \$142,316<br>Is this Item for the 20% Minimul<br>NO - this item is not marked for Le<br>Account Number<br>99981<br>Object Code<br>110 - Regular Certified Salaries<br>n the account and how they will ad<br>NAL DUTIES THAT ARE IMPOSED UPC  | Approved<br>im Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.<br>Idress a COVID-19 need<br>DN EACH EMPLOYEE TO PROTECT OUR |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name<br>INCENTIVES CERTIFIED - ESSER3<br>Function Code<br>2500 - Central Services<br>Please describe the expenditures withi<br>PREMIUM INCENTIVE PAY FOR ADDITION<br>STUDENTS, STAFF AND COMMUNITY AG   | \$142,316<br>Is this Item for the 20% Minimul<br>NO - this item is not marked for Le<br>Account Number<br>99981<br>Object Code<br>110 - Regular Certified Salaries<br>n the account and how they will ad<br>NAL DUTIES THAT ARE IMPOSED UPC  | Approved<br>im Learning Loss Set Aside Expenditure earning Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.<br>Idress a COVID-19 need<br>DN EACH EMPLOYEE TO PROTECT OUR    |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name<br>INCENTIVES CERTIFIED - ESSER3<br>Function Code<br>2500 - Central Services<br>Please describe the expenditures withi<br>PREMIUM INCENTIVE PAY FOR ADDITION<br>STUDENTS, STAFF AND COMMUNITY AG<br>Budgeted Expenditures in SFY 2021                                      | \$142,316<br>Is this Item for the 20% Minimul<br>NO - this item is not marked for Le<br>Account Number<br>99981<br>Object Code<br>110 - Regular Certified Salaries<br>n the account and how they will ad<br>NAL DUTIES THAT ARE IMPOSED UPC<br>GAINST COVID-19 (102 STAFF MEMBE                            | Approved<br>im Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.<br>Idress a COVID-19 need<br>DN EACH EMPLOYEE TO PROTECT OUR |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name<br>INCENTIVES CERTIFIED - ESSER3<br>Function Code<br>2500 - Central Services<br>Please describe the expenditures withi<br>PREMIUM INCENTIVE PAY FOR ADDITION   | \$142,316<br>Is this Item for the 20% Minimul<br>NO - this item is not marked for Le<br>Account Number<br>99981<br>Object Code<br>110 - Regular Certified Salaries<br>n the account and how they will ad<br>NAL DUTIES THAT ARE IMPOSED UPO<br>AINST COVID-19 (102 STAFF MEMBER<br>\$0                     | Approved<br>im Learning Loss Set Aside Expenditure earning Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.<br>Idress a COVID-19 need<br>DN EACH EMPLOYEE TO PROTECT OUR    |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 257-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name<br>INCENTIVES CERTIFIED - ESSER3<br>Function Code<br>2500 - Central Services<br>Please describe the expenditures withi<br>PREMIUM INCENTIVE PAY FOR ADDITION<br>STUDENTS, STAFF AND COMMUNITY AG<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$142,316<br>Is this Item for the 20% Minimul<br>NO - this item is not marked for La<br>Account Number<br>99981<br>Object Code<br>110 - Regular Certified Salaries<br>n the account and how they will ad<br>NAL DUTIES THAT ARE IMPOSED UPC<br>GAINST COVID-19 (102 STAFF MEMBE<br>\$0<br>\$10<br>\$51,000 | Approved<br>im Learning Loss Set Aside Expenditure earning Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.<br>Idress a COVID-19 need<br>DN EACH EMPLOYEE TO PROTECT OUR    |

| Direct Allocation  | NO - this item is not marked for Le   | arning Loss Set Aside Expenditure                       |
|--|---|---|
| Account Name   | Account Number  | 2   |
| INCENTIVES CLASSIFIED - ESSER3   | 99991   |   |
|  | 55551   |   |
| Function Code  | Object Code   | Allowable Use   |
| 2500 - Central Services  | 120 - Regular Non-Certified Salarie   | 1 3 3   |
|  |   | implementing public health protocols                    |
|  |   | for the reopening and operation of                      |
|  |   | school facilities                                       |
|  |   | school facilities.                                      |
| Please describe the expenditures with  | in the account and how they will add  |   |
| •  | •   | iress a COVID-19 need                                   |
| PREMIUM-INCENTIVE PAY FOR ADDITIC  | NAL DUTIES THAT ARE IMPOSED UPO   | iress a COVID-19 need<br>N EACH EMPLOYEE TO PROTECT OUR |
| PREMIUM-INCENTIVE PAY FOR ADDITIC<br>STUDENTS, STAFF AND COMMUNITY AC  | NAL DUTIES THAT ARE IMPOSED UPO   | iress a COVID-19 need<br>N EACH EMPLOYEE TO PROTECT OUR |
| Please describe the expenditures with<br>PREMIUM-INCENTIVE PAY FOR ADDITIC<br>STUDENTS, STAFF AND COMMUNITY AC<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | NAL DUTIES THAT ARE IMPOSED UPO<br>GAINST COVID-19. (89 STAFF MEMBER                    | iress a COVID-19 need<br>N EACH EMPLOYEE TO PROTECT OUR |
| PREMIUM-INCENTIVE PAY FOR ADDITIC<br>STUDENTS, STAFF AND COMMUNITY AC<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | NAL DUTIES THAT ARE IMPOSED UPO<br>GAINST COVID-19. (89 STAFF MEMBER<br>\$0             | Iress a COVID-19 need<br>N EACH EMPLOYEE TO PROTECT OUR |
| PREMIUM-INCENTIVE PAY FOR ADDITIC<br>STUDENTS, STAFF AND COMMUNITY AC<br>Budgeted Expenditures in SFY 2021   | NAL DUTIES THAT ARE IMPOSED UPO<br>GAINST COVID-19. (89 STAFF MEMBER<br>\$0<br>\$44,500 | iress a COVID-19 need<br>N EACH EMPLOYEE TO PROTECT OUR |

#### **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>                       | Mail Address                         |
|---------------------|--------------------------------------|--------------------------------------|
| Humboldt            | 801 New York, Humboldt, KS 667481801 | 801 New York, Humboldt, KS 667481801 |
|                     |                                      |                                      |
| Superintendent Name | Superintendent E-mail Address        | Superintendent Phone Number          |

## **Authorized Representative of the District Information**

| <u>Name</u>   | Position of Title | E-mail Address           | Phone Number   |
|---------------|-------------------|--------------------------|----------------|
| Amber Wheeler | Superintendent    | amber.wheeler@usd258.net | (620) 333-9669 |

# Plan for Safe Return

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

https://www.usd258.net/39939\_1

# Use of Funds for CDC Guidance

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

We will continue to increase the amount of custodial staff in schools to increase cleaning. This will also require an increase in cleaning supplies. We will continue to offer masks and hand-sanitizer. We will continue to use social distancing when appropriate and possible.

# Stakeholder Engagement

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

#### Students

In developing our ESSER plan, we conducted a survey and hosted focus groups with student leadership groups to determine their highest levels of need for pandemic-related instruction and support. The following supports received the most interest from our students:

1. Supports for Social/Emotional Learning

2. Extra-Curricular Activities - They specifically mentioned needing to incorporate field trips and off-site learning activities as part of summer programs and with kids to replace those experiences that were lost during COVID, not only in missed school activities but in many families who put off vacation or trip experiences.

3. Facility Upgrades

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

### Families

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

- 1. Additional supports for academic needs.
- 2. Additional supports for Social/Emotional needs.
- 3. After-school programming
- 4. Additional supports for behavior needs.

You will see that these suggestions from parents are reflective in the plan we developed.

## School and District Administrators including Special Education Administration

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.

- 1. Additional supports with behavior needs.
- 2. Additional supports to address academic needs.
- 3. Increased opportunities for outside of school programming. (summer or after-school)

You will see that this information plays a prominent role in our ESSER plan.

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

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

We allowed all staff members, including classified, teachers, and administrators to participate in a survey regarding needs and use of funds. We also visited with our National Education Association in a meeting. Administrators met extensively to discuss current needs, their current building assessment and the effects of COVID on our results.

Results from those discussions continued to emphasize needs for behavior support, academic supports, social/emotional supports, and extended learning opportunities. Teachers and staff also indicated a need to retain highly trained staff and teachers after several years with high expectations.

Tribes

In a review of our student information system, we identified students who reported as members of a tribe. During a survey sent to those parents, they indicated the following strategies would be of the greatest benefit to them:

- 1. Additional supports with behavior needs.
- 2. Additional supports to address academic needs.

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

Due to the small numbers indicated by our student information system, we also reached out to the Kickapoo Tribe in our state to seek feedback regarding suggestions to best meet the needs of Native American students. While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit our Native American students:

- 1. Additional supports with behavior needs.
- 2. Additional supports to address academic needs.
- 3. Addional supports for out of school learning time.

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

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights: NAACP

Kansas Action for Children

While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit all populations of our students:

- 1. Additional supports with behavior needs.
- 2. Additional supports to address academic needs.
- 3. Addional supports for out of school learning time.

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

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. In reviewing our student information system, we confirmed that we serve 109 children with disabilities, 1 English Learner, 0 children experiencing homelessness, 1 child in foster care, 0 migratory students, 0 children who are incarcerated, 2 children who we self-identified as underserved. Where representation in each group occurs, we have contacted the families of these students and provided opportunities for their feedback. Additionally, we conducted a survey and visited directly with students in conversations who met the criteria for one or more of these subgroups. It was clear from these conversations and feedback from students and stakeholders that the following supports were most needed: 1. Additional supports to address academic needs. 2. Additional supports to address behavior needs. 3. Additional supports to address academic needs. 4. Additional supports to address behavior needs. 3. Additional supports to address academic needs. 4. Additional supports to address behavior needs. 3. Additional supports to address academic needs. 4. Additional supports to address behavior needs. 3. Additional supports to address academic needs. 4. Additional supports to address behavior needs. 3. Additional supports to address academic needs. 4. Additional supports to address behavior needs. 3. Additional supports to address academic needs. 4. Additional supports to address academic needs. 4. Additional supports to address behavior needs. 3. Additional supports to address academic needs. 4. Additional supports to address academic needs. 4. Additional supports to address behavior needs. 3. Additional supports to address academic needs. 4. Additional supports to address academic needs. 4. Additional supports to address behavior needs. 3. Additional supports to address academic needs. 4. Additional supports to address academic needs to a supress academic needs to a support to a

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

We collected feedback from the public through an open survey and then shared that information during an open session of board meeting, with administrators, and will share it again at our back-to-school events with staff.

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

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

COVID 19 required the closing of all schools in the district from March 2020-the end of that school year. The district reopened, but quarantines and students choosing remote impacted the attendance and learning of students. Local groups identified several effects, including increased mental health and behavior needs, academic learning loss, a lack of opportunities for students outside our school buildings, and an increased need for professional development and academic intervention. The district did not see a disproportionate impact on any particular special population in the district as mitigation factors, such as hot spots, and increased support for special education students have been employed.

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

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will contract with our local service center to provide an instructional coach who will work with both our in-house coaches to facilitate an ongoing coaching structure within our district. This will pay 6 educators in our district a stipend for time outside the day spent at conferences, attending training sessions, and working directly with our behavior coach. It will also cover time for them to work on plan times, prep for substitutes as necessary, and meet outside school time with teachers needing assistance with behaviors. We are providing each team member with \$1500 stipend. During the 2nd year, we will add a trainee position in order to continue to keep our team at 6 members as members retire or move. Hattie's research indicates an effect size of .62 for strategies related to behavior intervention.

Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the inclusion of off-site activities and any fees that might be associated with those activities. It is factored on a \$50 per student for the summer.

Evidence: https://www.sciencedirect.com/science/article/abs/pii/S0885200612000427

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will contract with our local service center to provide an instructional coach who will work with both our in-house coaches to facilitate an ongoing coaching structure within our district. We will employ and train an instructional coach to work with our 6 -12 teachers in improving instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\_PA\_Improving\_Teacher\_Performance\_Through\_Instructional\_Coaching.p df

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

Teachers will meet to review student achievment data, determine how to best meet the needs of those students who are displaying potential learning loss or at-risk of failing. This will pay for substitutes for teachers to attend student improvement team meetings, collaboration and planning sessions for interventions, and relevant PD to address the learning losses of our students due to COVID.

Due to the continuing pandemic, the district has retained additional custodial staff to address the cleaning of the buildings. This amount will allow one additional custodian at each of our buildings.

USD 258 will use ESSER III funding to provide retention incentive premium pay of \$1500 per employee to provide for the additional duties required to work in a COVID environment and to maintain staffing through 2024. This will be paid in November to certified staff and in November/May to classified staff in 2 payments. A total of 107 staff currently qualify.

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

We will utilize FastBridge assessments and survey data to ensure we continue working towards our goals of positively impacting the losses due to COVID. We will utilize academic screeners and diagnostic assessments, state assessment data, and social/emotional screeners to ensure we target those students most affected and that the interventions we are utilizing are being effective.

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$942,370                | \$0                | \$942,370               | ESSER III Allocations | \$188,474   |
| Approved Total        | \$628,509                | \$0                | \$628,509               | Approved Total        | \$251,211   |
| Amount Left           | \$313,861                | \$0                | \$313,861               | Amount Still Needed   | \$0         |
| In Review Total       | \$313,861                | \$0                | \$313,861               | In Review Total       | \$1,500     |
| Amount Left           | \$0                      | \$0                | \$0                     | Amount Still Needed   | \$0         |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 258-3-0026 | Direct             | False            | 1000             | 110            | 16               | \$311,650          | Task Force Review |
| 258-3-0027 | Direct             | True             | 1000             | 110            | 12               | \$1,000            | Task Force Review |
| 258-3-0028 | Direct             | True             | 1000             | 221            | 12               | \$200              | Task Force Review |
| 258-3-0029 | Direct             | True             | 1000             | 200            | 12               | \$200              | Task Force Review |
| 258-3-0030 | Direct             | False            | 2119             | 110            | 10               | \$100              | Task Force Review |
| 258-3-0031 | Direct             | False            | 1000             | 300            | 12               | \$100              | Task Force Review |
| 258-3-0032 | Direct             | True             | 1000             | 600            | 12               | \$100              | Task Force Review |
| 258-3-0033 | Direct             | False            | 2000             | 110            | 1D               | \$511              | Task Force Review |
| 258-3-0001 | Direct             | True             | 1000             | 110            | 11A              | \$62,700           | Approved          |
| 258-3-0002 | Direct             | True             | 1000             | 120            | 11A              | \$18,900           | Approved          |
| 258-3-0003 | Direct             | True             | 1000             | 221            | 11A              | \$6,528            | Approved          |
| 258-3-0004 | Direct             | True             | 1000             | 610            | 11A              | \$5,000            | Approved          |
| 258-3-0005 | Direct             | True             | 1000             | 329            | 11A              | \$10,000           | Approved          |
| 258-3-0006 | Direct             | False            | 2000             | 120            | 16               | \$104,682          | Approved          |
| 258-3-0007 | Direct             | False            | 2000             | 210            | 16               | \$12,168           | Approved          |
| 258-3-0008 | Direct             | False            | 2000             | 214            | 16               | \$24,336           | Approved          |
| 258-3-0009 | Direct             | False            | 2000             | 221            | 16               | \$8,375            | Approved          |
| 258-3-0010 | Direct             | False            | 2000             | 221            | 16               | \$3,000            | Approved          |
| 258-3-0011 | Direct             | False            | 2000             | 618            | 16               | \$30,000           | Approved          |
| 258-3-0013 | Direct             | True             | 1000             | 111            | 6                | \$106,307          | Approved          |
| 258-3-0014 | Direct             | True             | 1000             | 210            | 6                | \$12,168           | Approved          |
| 258-3-0015 | Direct             | True             | 1000             | 221            | 6                | \$8,506            | Approved          |
| 258-3-0016 | Direct             | True             | 1000             | 214            | 6                | \$102              | Approved          |
| 258-3-0017 | Direct             | True             | 1000             | 290            | 6                | \$4,200            | Approved          |
| 258-3-0018 | Direct             | False            | 1000             | 320            | 6                | \$72,500           | Approved          |
| 258-3-0019 | Direct             | False            | 1000             | 110            | 12               | \$19,500           | Approved          |
| 258-3-0020 | Direct             | False            | 1000             | 320            | 12               | \$57,000           | Approved          |
| 258-3-0022 | Direct             | False            | 1000             | 115            | 12               | \$20,000           | Approved          |
| 258-3-0023 | Direct             | False            | 2124             | 500            | 5                | \$25,737           | Approved          |
| 258-3-0024 | Direct             | True             | 1000             | 110            | 11B              | \$10,800           | Approved          |

| Allocation Type  |  |  | <u>Is this Iten</u>  | n for the 209  | <u>% Minimuim</u>                                     | n Learning Loss Set Aside Expenditure  |
|--|--|--|--|--|---|--|
| Direct Allocation  |  |  | NO - this it   | em is not ma   | arked for Lea   | rning Loss Set Aside Expenditure   |
| Account Name   |  |  | Account N  | lumber   |   |  |
| Premium Pay  |  |  | 84220  |  |   |  |
| Function Code  |  |  | Object Cod   | de   |   | Allowable Use  |
| Function Code  |  |  |  |  |   |  |
| 1000 - Instruction<br>Please describe 1<br>USD 258 will use  | t <b>he expenditu</b><br>ESSER III fund  | ing to prov  | <b>the accoun</b>  | incentive pr   | <b>1ey will addı</b><br>emium pay o                   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need<br>of \$1500 per employee to provide for the<br>fing through 2024. This will be paid in |
| 1000 - Instruction<br><b>Please describe t</b><br>USD 258 will use<br>additional duties<br>November to cert                                | t <b>he expenditu</b><br>ESSER III fund<br>required to we<br>tified staff and  | ing to prov<br>ork in a CC<br>I in Novem                               | <b>the accoun</b><br>vide retention<br>VID environn                          | t and how the incentive pre-<br>nent and to nent and to nent and to ne   | <b>ney will addı</b><br>emium pay o<br>naintain staff | maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need<br>of \$1500 per employee to provide for the  |
| 1000 - Instruction<br>Please describe 1<br>USD 258 will use<br>additional duties<br>November to cert<br>Budgeted Expen                     | the expenditu<br>ESSER III fund<br>required to we<br>tified staff and<br>ditures in SF                                   | ing to prov<br>ork in a CC<br>I in Novem<br><b>Y 2021</b>              | <b>the accoun</b><br>vide retention<br>VID environn                          | t and how t<br>i incentive pr<br>nent and to i<br>lassified staft<br>\$0   | <b>ney will addı</b><br>emium pay o<br>naintain staff | maintain LEA operations and services<br>and employ existing LEA staff.<br>Iress a COVID-19 need<br>of \$1500 per employee to provide for the<br>fing through 2024. This will be paid in                                      |
| 1000 - Instruction<br>Please describe to<br>USD 258 will use<br>additional duties<br>November to certo<br>Budgeted Expen<br>Budgeted Expen | the expenditu<br>ESSER III fund<br>required to we<br>tified staff and<br>ditures in SF<br>ditures in SF                  | ing to prov<br>ork in a CC<br>I in Novem<br>Y 2021<br>Y 2022           | <b>the accoun</b><br>vide retention<br>VID environn                          | t and how the incentive prinent and to relate the incentive prine to relate the incention of the incentic of the incention of the incention of the incention of | <b>ney will addı</b><br>emium pay o<br>naintain staff | maintain LEA operations and services<br>and employ existing LEA staff.<br>Iress a COVID-19 need<br>of \$1500 per employee to provide for the<br>fing through 2024. This will be paid in                                      |
| 1000 - Instruction<br>Please describe t<br>USD 258 will use<br>additional duties   | the expenditu<br>ESSER III fund<br>required to we<br>tified staff and<br>ditures in SF<br>ditures in SF<br>ditures in SF | ing to prov<br>ork in a CC<br>l in Novem<br>Y 2021<br>Y 2022<br>Y 2023 | <b>the accoun</b><br>vide retention<br>VID environn<br>ber/May to c<br>\$160 | t and how the incentive prinent and to relate the incentive prine to relate the incention of the incentic of the incention of the incention of the incention of | <b>ney will addı</b><br>emium pay o<br>naintain staff | maintain LEA operations and services<br>and employ existing LEA staff.<br>Iress a COVID-19 need<br>of \$1500 per employee to provide for the<br>fing through 2024. This will be paid in                                      |

| Allocation Type  | <u>Is this Item for the 20% Minimuim Lea</u>   | arning Loss Set Aside Expenditure   |  |
|--|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure                          |   |  |
| Account Name   | Account Number   |   |  |
| Certified Salaries   | 84120  |   |  |
| Function Code  | Object Code  | Allowable Use   |  |
| 1000 - Instruction   | 110 - Regular Certified Salaries   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |
| Please describe the expenditures within  | n the account and how they will address  | a COVID-19 need   |  |
| 55 5   | ervention for student positively addresses I<br>n grades to target students whose learning | 5 5 ,   |  |
| Budgeted Expenditures in SFY 2021  | \$0  |   |  |
| Budgeted Expenditures in SFY 2022  | \$0  |   |  |
| Budgeted Expenditures in SFY 2023  | \$0  |   |  |
| Budgeted Expenditures in SFY 2024  | \$1,000  | <u>Status</u>   |  |
| Total Expenditures   | \$1,000  | Task Force Review   |  |
| New Line Item<br>Line Item ID: 258-3-0028  |  |   |  |
| Alle sectors Trans   |  |   |  |
| <u>Allocation Type</u><br>Direct Allocation  | Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo         | •   |  |
| Account Name   | Account Number   |   |  |
| FICA   | 84110  |   |  |
| Function Code  | Object Code  | Allowable Use   |  |
| 1000 - Instruction   | 221 - FICA - Employer's Contribution   | 12 - Addressing learning loss among   |  |
|  | 221 - FICA - Employer's Contribution   | students, including vulnerable populations.   |  |
| Please describe the expenditures within  | n the account and how they will address  | a COVID-19 need   |  |
| NEW Evidence suggests that targeted int at 6th-12th who will target learning loss d          | erventions positively impact learning loss.<br>lue to COVID.                               | This will be for FICA for an interventionist  |  |
| Budgeted Expenditures in SFY 2021  |  |   |  |
|  | \$0  |   |  |
| Budgeted Expenditures in SFY 2022  | \$0<br>\$0   |   |  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                       |  |   |  |
| <b>2</b> .   | \$0  | <u>Status</u>   |  |
| Budgeted Expenditures in SFY 2023  | \$0<br>\$0   | <mark>Status</mark><br>Task Force Review  |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures | \$0<br>\$0<br>\$200  |   |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024                       | \$0<br>\$0<br>\$200  |   |  |

| Allocation Type  | <u>Is this Item for the 20% Minimu</u>  | im Learning Loss Set Aside Expenditure                                |
|--|---|---|
| Direct Allocation  | YES - this item is marked for Learn   | ing Loss Set Aside Expenditure  |
| Account Name   | Account Number  |   |
| 84101  | Benefits  |   |
| Function Code  | Object Code   | Allowable Use   |
| 1000 - Instruction   | 200 - EMPLOYEE BENEFITS   | 12 - Addressing learning loss among<br>students, including vulnerable |
| Please describe the expenditures with<br>NEW Evidence suggests that targeted in  | -   |   |
| NEW Evidence suggests that targeted in interventionist at 6th-12th who will targe  | terventions positively impact learning  | Idress a COVID-19 need  |
| NEW Evidence suggests that targeted in<br>interventionist at 6th-12th who will targe<br>Budgeted Expenditures in SFY 2021  | terventions positively impact learning<br>et learning loss due to COVID.                                | Idress a COVID-19 need  |
| NEW Evidence suggests that targeted in<br>interventionist at 6th-12th who will targe<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | aterventions positively impact learning<br>et learning loss due to COVID.<br>\$0                        | Idress a COVID-19 need  |
| NEW Evidence suggests that targeted in   | aterventions positively impact learning<br>et learning loss due to COVID.<br>\$0<br>\$0                 | Idress a COVID-19 need  |
| NEW Evidence suggests that targeted in<br>interventionist at 6th-12th who will targe<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | aterventions positively impact learning<br>et learning loss due to COVID.<br>\$0<br>\$0<br>\$0<br>\$0   | Idress a COVID-19 need  |
| NEW Evidence suggests that targeted in<br>interventionist at 6th-12th who will targe<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | aterventions positively impact learning<br>et learning loss due to COVID.<br>\$0<br>\$0<br>\$0<br>\$200 | Idress a COVID-19 need<br>I loss. This will be for benefits for an    |

| Allocation Type   | <u>Is this Item for the 20% Minimuim L</u>  | earning Loss Set Aside Expenditure   |
|---|---|--|
| Direct Allocation   | NO - this item is not marked for Learn  | ing Loss Set Aside Expenditure   |
| Account Name  | Account Number  |  |
| Certified Salaries  | 84140   |  |
| Function Code   | Object Code   | Allowable Use  |
| 2119 - Other Attendance and Social<br>Work Services   | 110 - Regular Certified Salaries  | 10 - Providing mental health services and supports.  |
| Please describe the expenditures withi  | n the account and how they will addre   | ss a COVID-19 need   |
| Evidence suggests that mental health sen<br>health needs have risen sharply in our co   |   | ealth and learning. Due to COVID, mental on of the mental health liaison position.   |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$0   |  |
| Budgeted Expenditures in SFY 2023   | \$0   |  |
| Budgeted Expenditures in SFY 2024   | \$100   | <u>Status</u>  |
| Total Expenditures  | \$100   | Task Force Review  |
| Line Item Comment from KSDE New Line Item   |   |  |
|   |   |  |
| Line Item ID: 258-3-0031  |   |  |
|   | Is this Item for the 20% Minimuim L   | earning Loss Set Aside Expenditure   |
| Line Item ID: 258-3-0031<br>Allocation Type<br>Direct Allocation  | <u>Is this Item for the 20% Minimuim L</u><br>NO - this item is not marked for Learn  | <b>_earning Loss Set Aside Expenditure</b><br>ing Loss Set Aside Expenditure   |
| Allocation Type<br>Direct Allocation  | NO - this item is not marked for Learn  | •  |
| Allocation Type   | NO - this item is not marked for Learn<br><u>Account Number</u>   | •  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>84145   | NO - this item is not marked for Learn<br><u>Account Number</u><br>Purchased Instructional Services   | ing Loss Set Aside Expenditure   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>84145<br>Function Code  | NO - this item is not marked for Learn<br><u>Account Number</u><br>Purchased Instructional Services<br><b>Object Code</b>   | ing Loss Set Aside Expenditure Allowable Use   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>84145   | NO - this item is not marked for Learn<br><u>Account Number</u><br>Purchased Instructional Services   | ing Loss Set Aside Expenditure   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>84145<br>Function Code<br>1000 - Instruction  | NO - this item is not marked for Learn<br>Account Number<br>Purchased Instructional Services<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES   | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>84145<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Evidence suggests that background know  | NO - this item is not marked for Learn<br>Account Number<br>Purchased Instructional Services<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>n the account and how they will addre<br>vledge and experiences play a large part i<br>of these experiences have been skipped  | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         in comprehension, especially for vulnerable for our students. This will allow for students  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>84145<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Evidence suggests that background know<br>populations. As a result of COVID, many   | NO - this item is not marked for Learn<br>Account Number<br>Purchased Instructional Services<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>n the account and how they will addre<br>vledge and experiences play a large part i<br>of these experiences have been skipped  | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         in comprehension, especially for vulnerable for our students. This will allow for students  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>84145<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>Evidence suggests that background know<br>populations. As a result of COVID, many<br>to participate in off-campus activities des   | NO - this item is not marked for Learn<br>Account Number<br>Purchased Instructional Services<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>In the account and how they will addree<br>vledge and experiences play a large part if<br>of these experiences have been skipped<br>igned to build background knowledge, e   | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         in comprehension, especially for vulnerable for our students. This will allow for students  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>84145<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>Evidence suggests that background know<br>populations. As a result of COVID, many<br>to participate in off-campus activities des<br>Budgeted Expenditures in SFY 2021  | NO - this item is not marked for Learn<br>Account Number<br>Purchased Instructional Services<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>In the account and how they will addree<br>vledge and experiences play a large part if<br>of these experiences have been skipped<br>igned to build background knowledge, e   | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         in comprehension, especially for vulnerable for our students. This will allow for students  |
| Allocation TypeDirect AllocationAccount Name84145Function Code1000 - InstructionPlease describe the expenditures withinEvidence suggests that background knownpopulations. As a result of COVID, manyto participate in off-campus activities desBudgeted Expenditures in SFY 2021Budgeted Expenditures in SFY 2022  | NO - this item is not marked for Learn<br>Account Number<br>Purchased Instructional Services<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>n the account and how they will addre<br>vledge and experiences play a large part i<br>of these experiences have been skipped<br>igned to build background knowledge, e<br>\$0<br>\$0<br>\$0                           | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         in comprehension, especially for vulnerable for our students. This will allow for students  |
| Allocation TypeDirect AllocationAccount Name84145Function Code1000 - InstructionPlease describe the expenditures withitEvidence suggests that background know<br>populations. As a result of COVID, many<br>to participate in off-campus activities desBudgeted Expenditures in SFY 2021Budgeted Expenditures in SFY 2022Budgeted Expenditures in SFY 2023  | NO - this item is not marked for Learn<br>Account Number<br>Purchased Instructional Services<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>n the account and how they will addree<br>vledge and experiences play a large part i<br>of these experiences have been skipped -<br>igned to build background knowledge, e<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0          | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         in comprehension, especially for vulnerable for our students. This will allow for students especially in the area of STEM.  |
| Allocation TypeDirect AllocationAccount Name84145Function Code1000 - InstructionPlease describe the expenditures withitEvidence suggests that background knowpopulations. As a result of COVID, manyto participate in off-campus activities desBudgeted Expenditures in SFY 2021Budgeted Expenditures in SFY 2022Budgeted Expenditures in SFY 2023Budgeted Expenditures in SFY 2024Total Expenditures | NO - this item is not marked for Learn<br>Account Number<br>Purchased Instructional Services<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>In the account and how they will addree<br>vledge and experiences play a large part if<br>of these experiences have been skipped<br>igned to build background knowledge, e<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$100 | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>Allowable Use<br>students, including vulnerable<br>populations.<br>Allowable Use<br>populations.<br>Allowable Use<br>populations.<br>Allowable Use<br>populations.<br>Allowable Use<br>populations.<br>Allowable Use<br>populations.<br>Allowable Use<br>populations.<br>Allowable Use<br>populations.<br>Allowable Use<br>Allowable Use<br>populations.<br>Allowable Use<br>Allowable Use<br>populations.<br>Allowable Use<br>Allowable Use<br>Allowable Use<br>populations.<br>Allowable Use<br>Allowable Use<br>populations.<br>Allowable Use<br>Allowable U |
| Allocation TypeDirect AllocationAccount Name84145Function Code1000 - InstructionPlease describe the expenditures withitEvidence suggests that background knowpopulations. As a result of COVID, manyto participate in off-campus activities desBudgeted Expenditures in SFY 2021Budgeted Expenditures in SFY 2023Budgeted Expenditures in SFY 2023Budgeted Expenditures in SFY 2024                   | NO - this item is not marked for Learn<br>Account Number<br>Purchased Instructional Services<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>In the account and how they will addree<br>vledge and experiences play a large part if<br>of these experiences have been skipped<br>igned to build background knowledge, e<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$100 | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>Allowable Use<br>students, including vulnerable<br>populations.<br>Allowable Use<br>populations.<br>Allowable Use<br>students, including vulnerable<br>populations.<br>Allowable Use<br>Status   |

| Allocation Type  | <u>Is this Item for the 20% Minimuim</u>   | Learning Loss Set Aside Expenditure  |
|--|--|--|
| Direct Allocation  | YES - this item is marked for Learning   | g Loss Set Aside Expenditure   |
| Account Name   | Account Number   |  |
| Instructional Materials  | 84150  |  |
| Function Code  | Object Code  | Allowable Use  |
| 1000 - Instruction   | 600 - SUPPLIES AND MATERIALS   | 12 - Addressing learning loss among students, including vulnerable         |
| <b>Please describe the expenditures with</b><br>Evidence suggests that interventions pro   | •  |  |
| Evidence suggests that interventions pro<br>intervention support. This will be for the   | ovide positive results for students. Due t   | ress a COVID-19 need   |
| Evidence suggests that interventions pro<br>intervention support. This will be for the<br>Budgeted Expenditures in SFY 2021  | ovide positive results for students. Due to<br>e instructional materials for our intervent                               | ress a COVID-19 need   |
| Evidence suggests that interventions pro<br>intervention support. This will be for the<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | ovide positive results for students. Due to<br>e instructional materials for our intervent<br>\$0                        | ress a COVID-19 need   |
| Evidence suggests that interventions pro<br>intervention support. This will be for the<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | ovide positive results for students. Due to<br>e instructional materials for our intervent<br>\$0<br>\$0                 | ress a COVID-19 need   |
| •  | ovide positive results for students. Due to<br>e instructional materials for our intervent<br>\$0<br>\$0<br>\$0<br>\$0   | ress a COVID-19 need<br>to COVID, students need additional<br>tion groups. |
| Evidence suggests that interventions pro<br>intervention support. This will be for the<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | ovide positive results for students. Due to<br>e instructional materials for our intervent<br>\$0<br>\$0<br>\$0<br>\$100 | ress a COVID-19 need<br>to COVID, students need additional<br>tion groups. |

| Allocation Type Direct Allocation  | <u>Is this Item for the 20% Minimuim</u><br>NO - this item is not marked for Lea  | n Learning Loss Set Aside Expenditure   |  |  |
|------------------------------------|---|---|--|--|
| Account Name<br>Certified Salaries | Account Number<br>84148   | Account Number  |  |  |
| Function Code                      | Object Code   | Allowable Use   |  |  |
| 2000 - Support Services            | 110 - Regular Certified Salaries  | 1D - Any activity authorized by the Carl<br>D. Perkins Career and Technical<br>Education Act of 2006. |  |  |
| Evidence suggests that providing   | es within the account and how they will add<br>students with opportunities to participate in in<br>success. Due to COVID, many off-campus exp | ternships and off-campus activities   |  |  |

| Budgeted Expenditures in SFY 2021 | \$0   |                   |
|-----------------------------------|-------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0   |                   |
| Budgeted Expenditures in SFY 2023 | \$0   |                   |
| Budgeted Expenditures in SFY 2024 | \$511 | <u>Status</u>     |
| <br>Total Expenditures            | \$511 | Task Force Review |

Line Item ID: 258-3-0001

New Line Item

| Allocation Type                  | <u>Is this Item for the 20% Minimuim</u> | Learning Loss Set Aside Expenditure   |
|----------------------------------|--|---|
| Direct Allocation                | YES - this item is marked for Learning   | g Loss Set Aside Expenditure  |
| Account Name                     | Account Number                           |   |
| Summer School Salaries Certified | 57800                                    |   |
| Function Code                    | Object Code                              | Allowable Use   |
| 1000 - Instruction               | 110 - Regular Certified Salaries         | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the salaries for teachers. \$25/hr for 4.5 hrs for 12 teachers for 21 days. It also includes a \$3000 stipend for a coordinator to oversee the program.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$31,350 |               |
| Budgeted Expenditures in SFY 2024 | \$31,350 | <u>Status</u> |
| <br>Total Expenditures            | \$62,700 | Approved      |
|                                   |          |               |
|                                   |          |               |

Line Item ID: 258-3-0002

| <u>Allocation Type</u><br>Direct Allocation       | <u>Is this Item for the 20% Minimuim Le</u><br>YES - this item is marked for Learning L |   |
|---|---|---|
| Account Name<br>Summer School Salaries Classified | <u>Account Number</u><br>57801  |   |
| Function Code                                     | Object Code   | Allowable Use   |
| 1000 - Instruction                                | 120 - Regular Non-Certified Salaries  | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the salaries for paraprofessionals. Pay is \$20 per hour for 4.5 hrs for 5 paras for 21 days.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$9,450  |               |
| Budgeted Expenditures in SFY 2024 | \$9,450  | <u>Status</u> |
| Total Expenditures                | \$18,900 | Approved      |
|                                   |          |               |
| Line Item ID: 258-3-0003          |          |               |

| Direct Allocation                                  | YES - this item is marked for Learning L | oss Set Aside Expenditure   |
|--|--|---|
| <u>Account Name</u><br>Summer School Salaries FICA | <u>Account Number</u><br>57802           |   |
| Function Code                                      | Object Code                              | Allowable Use   |
| 1000 - Instruction                                 | 221 - FICA - Employer's Contribution     | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is FICA for the teachers and paraprofessionals

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0     |               |
| Budgeted Expenditures in SFY 2023 | \$3,264 |               |
| Budgeted Expenditures in SFY 2024 | \$3,264 | <u>Status</u> |
| <br>Total Expenditures            | \$6,528 | Approved      |
|                                   |         |               |
| Line Item ID: 258-3-0004          |         |               |

| YES - this item is marked for Learning L | oss Set Aside Expenditure                                     |
|--|---|
| Account Number                           |   |
| 57803                                    |   |
| Object Code                              | Allowable Use   |
| 610 - General Supplies and Materials     | 11A - Planning and implementing summer learning or enrichment |
|  | 57803<br><b>Object Code</b>                                   |

Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the supplies and materials for the program. Teachers will need activity items, specific resources, etc. Examples would include crayons, construction paper, counters, workbooks for intervention materials, bags, ten-frames, etc. It is based on an a \$25 per student amount.

| \$0     |               |                       |
|---------|---------------|-----------------------|
|         |               |                       |
| \$2,500 |               |                       |
| \$2,500 | <u>Status</u> |                       |
| \$5,000 | Approved      |                       |
| •       | \$2,500       | \$2,500 <b>Status</b> |

| Allocation Type          | <u>Is this Item for the 20% Minimuim Le</u>      | earning Loss Set Aside Expenditure                            |
|--------------------------|--|---|
| Direct Allocation        | YES - this item is marked for Learning L         | oss Set Aside Expenditure                                     |
| Account Name             | Account Number                                   |   |
| Summer School Activities | 57804  |   |
| Function Code            | Object Code                                      | Allowable Use   |
| 1000 - Instruction       | 329 - Other Professional Educational<br>Services | 11A - Planning and implementing summer learning or enrichment |
|                          |  | programs.   |

Evidence suggests benefits to offering students the opportunities to engage in summer learning and after school programs that include academic and social-emotional learning activities to minimize learning loss. USD 258 will implement summer learning programs in our district to address learning loss as a result of the pandemic. These sessions will address learning loss in subjects as well as exposing students to opportunities outside the community in order to build background knowledge, an evidence-based practice for improving comprehension. This amount will cover the cost for 12 teachers, supplies, activities, 5 paraprofessionals, and a coordinator. We plan to serve 60-100 students in grades K-12 depending upon need and available staff. This is for the inclusion of off-site activities and any fees that might be associated with those activities. It is factored on a \$50 per student for the summer.

| 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  | <u>Status</u> |
| –<br>Total Expenditures           | \$10,000 | Approved      |
|                                   |          |               |
| Line Item ID: 258-3-0006          |          |               |

| irect Allocation   | NO - this item is not marked for Learni   | ng Loss Set Aside Expenditure  |
|--|---|--|
|  |   |  |
| Account Name   | Account Number  |  |
| Custodial Salaries   | 57805   |  |
| Function Code  | Object Code   | Allowable Use  |
| 2000 - Support Services  | 120 - Regular Non-Certified Salaries  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures with  | in the account and how they will addres   | ss a COVID-19 need   |
| Due to the continuing pandemic, the dist<br>This amount will allow one additional cus  | trict has retained additional custodial staff<br>stodian at each of our buildings. Salary   | to address the cleaning of the buildings.  |
| Budgeted Expenditures in SFY 2021  | \$O   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |
| Budgeted Expenditures in SFY 2023  | \$51,064  |  |
|  | ¢52.610   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024  | \$53,618  |  |
| Total Expenditures ne Item ID: 258-3-0007 Allocation Type  | \$104,682<br>Is this Item for the 20% Minimuim L  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0007<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$104,682   | Approved   |
| Total Expenditures ne Item ID: 258-3-0007 Allocation Type Direct Allocation Account Name   | \$104,682<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni   | Approved   |
| Total Expenditures ne Item ID: 258-3-0007 Allocation Type Direct Allocation Account Name Custodial Benefits Medical Insurance  | \$104,682<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number   | Approved   |
| Total Expenditures ne Item ID: 258-3-0007 Allocation Type Direct Allocation  | \$104,682<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>57806  | Approved<br>earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 258-3-0007 Allocation Type Direct Allocation Account Name Custodial Benefits Medical Insurance Function Code 2000 - Support Services  | \$104,682<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>57806<br>Object Code   | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.   |
| Total Expenditures Total Expenditures ne Item ID: 258-3-0007 Allocation Type Direct Allocation Account Name Custodial Benefits Medical Insurance Function Code 2000 - Support Services Please describe the expenditures withi Due to the continuing pandemic, the dist   | \$104,682<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>57806<br>Object Code<br>210 - Group Insurance  | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  as a COVID-19 need to address the cleaning of the buildings. |
| Total Expenditures Ine Item ID: 258-3-0007 Allocation Type Direct Allocation Account Name Custodial Benefits Medical Insurance Function Code 2000 - Support Services Please describe the expenditures withi Due to the continuing pandemic, the dist This amount will allow one additional custors   | \$104,682<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>57806<br><b>Object Code</b><br>210 - Group Insurance<br><b>in the account and how they will address</b><br>trict has retained additional custodial staff   | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  as a COVID-19 need to address the cleaning of the buildings. |
| Total Expenditures Total Expenditures Ine Item ID: 258-3-0007 Allocation Type Direct Allocation Account Name Custodial Benefits Medical Insurance Function Code 2000 - Support Services Please describe the expenditures withi Due to the continuing pandemic, the dist This amount will allow one additional cus Budgeted Expenditures in SFY 2021                                  | \$104,682<br><b>Is this Item for the 20% Minimuim Le</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>57806<br><b>Object Code</b><br>210 - Group Insurance<br><b>in the account and how they will address</b><br>trict has retained additional custodial staff<br>stodian at each of our buildings. Insurance               | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  as a COVID-19 need to address the cleaning of the buildings. |
| Total Expenditures Total Expenditures ne Item ID: 258-3-0007 Allocation Type Direct Allocation Account Name Custodial Benefits Medical Insurance Function Code 2000 - Support Services Please describe the expenditures withi Due to the continuing pandemic, the dist   | \$104,682<br><b>Is this Item for the 20% Minimuim Le</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>57806<br><b>Object Code</b><br>210 - Group Insurance<br><b>in the account and how they will address</b><br>trict has retained additional custodial staff<br>stodian at each of our buildings. Insurance<br>\$0        | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  as a COVID-19 need to address the cleaning of the buildings. |
| Total Expenditures Total Expenditures ne Item ID: 258-3-0007 Allocation Type Direct Allocation Account Name Custodial Benefits Medical Insurance Function Code 2000 - Support Services Please describe the expenditures withi Due to the continuing pandemic, the dist This amount will allow one additional cus Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$104,682<br><b>Is this Item for the 20% Minimuim Le</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>57806<br><b>Object Code</b><br>210 - Group Insurance<br>in the account and how they will address<br>trict has retained additional custodial staff<br>stodian at each of our buildings. Insurance<br>\$0<br>\$0<br>\$0 | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  as a COVID-19 need to address the cleaning of the buildings. |

| Allocation Type   | <u>Is this Item for the 20% Minimuim Le</u>  |  |
|---|--|--|
| Direct Allocation   | NO - this item is not marked for Learning  | ng Loss Set Aside Expenditure  |
| Account Name  | Account Number   |  |
| Custodial Benefits Life Insurance   | 57807  |  |
| Function Code   | Object Code  | Allowable Use  |
| 2000 - Support Services   | 214 - Life Insurance   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures withi  | in the account and how they will addres  | s a COVID-19 need  |
|   | trict has retained additional custodial staff<br>stodian at each of our buildings. Life Insura   | 5 5  |
| Budgeted Expenditures in SFY 2021   | \$0  |  |
| Budgeted Expenditures in SFY 2022   | \$0  |  |
| Budgeted Expenditures in SFY 2023   | \$12,168   |  |
| Budgeteu Experiartares in Sri 2025  |  |  |
| Budgeted Expenditures in SFY 2024   | \$12,168   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024   | \$12,168<br>\$24,336   | <u>Status</u><br>Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   |  |  |
| Budgeted Expenditures in SFY 2024   |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   |  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0009   | \$24,336   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0009<br>Allocation Type  | \$24,336<br>Is this Item for the 20% Minimuim Le   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0009<br>Allocation Type<br>Direct Allocation   | \$24,336<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$24,336<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Custodial Salaries Taxes and Benefits  | \$24,336<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>57808  | Approved  Earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Custodial Salaries Taxes and Benefits<br>Function Code   | \$24,336<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>57808<br>Object Code   | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Custodial Salaries Taxes and Benefits<br>Function Code   | \$24,336<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>57808<br>Object Code   | Approved<br>earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Custodial Salaries Taxes and Benefits<br>Function Code<br>2000 - Support Services  | \$24,336<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>57808<br>Object Code   | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.                       |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Custodial Salaries Taxes and Benefits<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures withi  | \$24,336<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>57808<br>Object Code<br>221 - FICA - Employer's Contribution<br>in the account and how they will address<br>trict has retained additional custodial staff  | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  State COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Custodial Salaries Taxes and Benefits<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures withi<br>Due to the continuing pandemic, the dist  | \$24,336<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>57808<br>Object Code<br>221 - FICA - Employer's Contribution<br>in the account and how they will address<br>trict has retained additional custodial staff  | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  State COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Custodial Salaries Taxes and Benefits<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures withi<br>Due to the continuing pandemic, the dist<br>This amount will allow one additional cus<br>Budgeted Expenditures in SFY 2021                                      | \$24,336<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>57808<br>Object Code<br>221 - FICA - Employer's Contribution<br>in the account and how they will address<br>trict has retained additional custodial staff<br>stodian at each of our buildings. FICA                      | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  State COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Custodial Salaries Taxes and Benefits<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures within<br>Due to the continuing pandemic, the dist<br>This amount will allow one additional custors  | \$24,336<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>57808<br>Object Code<br>221 - FICA - Employer's Contribution<br>in the account and how they will address<br>trict has retained additional custodial staff<br>stodian at each of our buildings. FICA<br>\$0              | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  State COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Custodial Salaries Taxes and Benefits<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures withi<br>Due to the continuing pandemic, the dist<br>This amount will allow one additional cus<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$24,336<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>57808<br>Object Code<br>221 - FICA - Employer's Contribution<br>in the account and how they will address<br>trict has retained additional custodial staff<br>stodian at each of our buildings. FICA<br>\$0<br>\$0<br>\$0 | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  State COVID-19 need |

| Allocation Type   |   | arning Loss Set Aside Expenditure   |
|---|---|---|
| Direct Allocation   | NO - this item is not marked for Learning   | g Loss Set Aside Expenditure  |
| Account Name  | Account Number  |   |
| Custodial Benefits Taxes and Benefits   | 57809   |   |
| Function Code   | Object Code   | Allowable Use   |
| 2000 - Support Services   | 221 - FICA - Employer's Contribution  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures withi  | n the account and how they will address   | a COVID-19 need   |
| 5.  | rict has retained additional custodial staff to<br>stodian at each of our buildings. 403B Match   | 5 5   |
| Budgeted Expenditures in SFY 2021   | \$0   |   |
| Budgeted Expenditures in SFY 2022   | \$0   |   |
|   | \$1,500   |   |
| Budgeted Expenditures in SFY 2023   | <i><i><i>ϕ</i></i> 1/500</i>  |   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024  | \$1,500   | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0011   |   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 258-3-0011<br>Allocation Type<br>Direct Allocation  | \$1,500<br>\$3,000<br>Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 258-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$1,500<br>\$3,000<br>Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning<br>Account Number  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 258-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Custodial Supplies  | \$1,500<br>\$3,000<br>Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning<br>Account Number<br>57810   | Approved<br>arning Loss Set Aside Expenditure<br>g Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 258-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Custodial Supplies<br>Function Code   | \$1,500<br>\$3,000<br>Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning<br>Account Number<br>57810<br>Object Code  | Approved<br>arning Loss Set Aside Expenditure<br>g Loss Set Aside Expenditure<br>Allowable Use  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 258-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Custodial Supplies  | \$1,500<br>\$3,000<br>Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning<br>Account Number<br>57810   | Approved<br>arning Loss Set Aside Expenditure<br>g Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 258-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Custodial Supplies<br>Function Code<br>2000 - Support Services  | \$1,500<br>\$3,000<br>Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning<br>Account Number<br>57810<br>Object Code  | Approved  Approved  Approved  Anning Loss Set Aside Expenditure g Loss Set Aside Expenditure Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.                      |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Custodial Supplies<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures withi   | \$1,500<br>\$3,000<br><b>Is this Item for the 20% Minimuim Lea</b><br>NO - this item is not marked for Learning<br><b>Account Number</b><br>57810<br><b>Object Code</b><br>618 - Cleaning Supplies and Chemicals  | Approved Approved Approved Approved Anning Loss Set Aside Expenditure g Loss Set Aside Expenditure Allowable Use 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Custodial Supplies<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures withi<br>Due to the continuing pandemic, the dist   | \$1,500<br>\$3,000<br>Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning<br>Account Number<br>57810<br>Object Code<br>618 - Cleaning Supplies and Chemicals<br>in the account and how they will address   | Approved Approved Approved Approved Anning Loss Set Aside Expenditure g Loss Set Aside Expenditure Allowable Use 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Custodial Supplies<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures withi<br>Due to the continuing pandemic, the dist<br>Budgeted Expenditures in SFY 2021                                      | \$1,500<br>\$3,000<br><b>Is this Item for the 20% Minimuim Lea</b><br>NO - this item is not marked for Learning<br><b>Account Number</b><br>57810<br><b>Object Code</b><br>618 - Cleaning Supplies and Chemicals<br><b>in the account and how they will address</b><br>trict will need to continue to purchase addition                             | Approved Approved Approved Approved Anning Loss Set Aside Expenditure g Loss Set Aside Expenditure Allowable Use 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Custodial Supplies<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures withi<br>Due to the continuing pandemic, the dist<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$1,500<br>\$3,000<br><b>Is this Item for the 20% Minimuim Lea</b><br>NO - this item is not marked for Learning<br><b>Account Number</b><br>57810<br><b>Object Code</b><br>618 - Cleaning Supplies and Chemicals<br><b>in the account and how they will address</b><br>trict will need to continue to purchase addition<br>\$0                      | Approved Approved Approved Approved Anning Loss Set Aside Expenditure g Loss Set Aside Expenditure Allowable Use 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 258-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Custodial Supplies<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures withi   | \$1,500<br>\$3,000<br><b>Is this Item for the 20% Minimuim Lea</b><br>NO - this item is not marked for Learning<br><b>Account Number</b><br>57810<br><b>Object Code</b><br>618 - Cleaning Supplies and Chemicals<br><b>in the account and how they will address</b><br>trict will need to continue to purchase addition<br>\$0<br>\$0<br>\$0<br>\$0 | Approved Approved Approved Approved Anning Loss Set Aside Expenditure g Loss Set Aside Expenditure Allowable Use 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. a COVID-19 need |

| <u>Allocation Type</u><br>Direct Allocation | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |   |  |
|---|--|---|--|
| <u>Account Name</u><br>Certified Salaries   | Account Number<br>57812  |   |  |
| Function Code                               | Object Code  | Allowable Use   |  |
| 1000 - Instruction                          | 111 - Full-Time Certified Salaries   | 6 - Training and professional<br>development for LEA staff on sanitation<br>and minimizing the spread of infectious<br>disease. |  |
| Please describe the expenditures with       | nin the account and how they will addre  | ess a COVID-19 need   |  |
| that an on-going model focused on ind       | pach to work with our 6-12 teachers in imp   | proving teacher instruction. Therefore, we  |  |

| Budgeted Expenditures in SFY 2022\$0Budgeted Expenditures in SFY 2023\$51,857Budgeted Expenditures in SFY 2024\$54,450Total Expenditures\$106,307 | \$0       |                             |   |
|---|-----------|-----------------------------|---|
| Budgeted Expenditures in SFY 2024 \$54,450  | \$O       |                             |   |
|   | \$51,857  |                             |   |
| Total Expenditures\$106,307Approved   | \$54,450  | <u>Status</u>               |   |
|   | \$106,307 | Approved                    |   |
|   | \$106,307 | Approved                    |   |
| Line Item ID: 258-3-0014  | •         | \$0<br>\$51,857<br>\$54,450 | \$0<br>\$51,857<br>\$54,450 <b>Status</b> |

| Allocation Type               | Is this Item for the 20% Minim             | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |  |  |
|-------------------------------|--|---|--|--|
| Direct Allocation             | YES - this item is marked for Lea          | YES - this item is marked for Learning Loss Set Aside Expenditure   |  |  |
| Account Name                  | Account Number                             | Account Number  |  |  |
| Certified Benefits            | 57813                                      | 57813   |  |  |
| Function Code                 | Object Code                                | Allowable Use   |  |  |
| 1000 - Instruction            | 210 - Group Insurance                      | 6 - Training and professional<br>development for LEA staff on sanitation<br>and minimizing the spread of infectious<br>disease. |  |  |
| Please describe the expenditu | res within the account and how they will a | address a COVID-19 need   |  |  |

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$6,084  |               |
| Budgeted Expenditures in SFY 2024 | \$6,084  | <u>Status</u> |
| –<br>Total Expenditures           | \$12,168 | Approved      |
|                                   |          |               |
| Line Item ID: 258-3-0015          |          |               |

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |   |  |
|---|---|---|--|
| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure   |   |  |
| Account Name  | Account Number  |   |  |
| Certified Salaries  | 57814   |   |  |
| Function Code   | Object Code   | Allowable Use   |  |
| 1000 - Instruction  | 221 - FICA - Employer's Contribution  | 6 - Training and professional<br>development for LEA staff on sanitation<br>and minimizing the spread of infectious<br>disease. |  |
| Evidence suggests improving the quality that an on-going model focused on indiv | in the account and how they will address<br>of instruction can directly improve student<br>vidual teacher needs has a high rate of imp<br>ach to work with our 6-12 teachers in impro | t achievement. Evidence also suggests<br>proving teacher instruction. Therefore, we   |  |

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0     |               |
| Budgeted Expenditures in SFY 2023 | \$4,150 |               |
| Budgeted Expenditures in SFY 2024 | \$4,356 | <u>Status</u> |
| Total Expenditures                | \$8,506 | Approved      |

| Is this Item for the 20% Minimuim Lea                             | rning Loss Set Aside Expenditure  |
|---|---|
| YES - this item is marked for Learning Loss Set Aside Expenditure |   |
| Account Number  |   |
| 57815   |   |
| Object Code   | Allowable Use   |
| 214 - Life Insurance  | 6 - Training and professional<br>development for LEA staff on sanitation<br>and minimizing the spread of infectious<br>disease. |
|   | YES - this item is marked for Learning Los<br>Account Number<br>57815<br>Object Code  |

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

| <u>Status</u> |
|---------------|
| Approved      |
|               |

| is item is marked for Learning Lo                                 | an Cat Aniala Europeanditure  |  |
|---|---|--|
| YES - this item is marked for Learning Loss Set Aside Expenditure |   |  |
| Account Number  |   |  |
|   |   |  |
| Code  | Allowable Use   |  |
| ther Employee Benefits  | 6 - Training and professional<br>development for LEA staff on sanitation<br>and minimizing the spread of infectious<br>disease. |  |
| •   | <b>t Number</b><br><b>Code</b><br>ther Employee Benefits  |  |

Evidence suggests improving the quality of instruction can directly improve student achievement. Evidence also suggests that an on-going model focused on individual teacher needs has a high rate of improving teacher instruction. Therefore, we will employ and train an instructional coach to work with our 6-12 teachers in improving instructional strategies to directly improve student learning and assist in combating learning loss due to COVID.

| <u>Allocation Type</u><br>Direct Allocation                                 | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |  |
|---|--|---|--|
| Account Name<br>Purchased Instructional Services<br>Function Code           | Account Number<br>57817<br>Object Code   | Allowable Use   |  |
| 1000 - Instruction  | 320 - Professional-Education Services  | 6 - Training and professional<br>development for LEA staff on sanitation<br>and minimizing the spread of infectious<br>disease. |  |
| Evidence suggests improving the qua<br>that an on-going model focused on ir | ithin the account and how they will addres<br>lity of instruction can directly improve studen<br>ndividual teacher needs has a high rate of imp<br>ater to provide an instructional coach who will<br>are within our district. | t achievement. Evidence also suggests<br>proving teacher instruction. Therefore, we   |  |

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$35,000 |               |
| Budgeted Expenditures in SFY 2024 | \$37,500 | <u>Status</u> |
| Total Expenditures                | \$72,500 | Approved      |
|                                   |          |               |
| Line Item ID: 258-3-0019          |          |               |

| Allocation Type<br>Direct Allocation |                                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
|--------------------------------------|----------------------------------|---|--|--|
| Account Name<br>Certified Salaries   | Account Number                   |   |  |  |
| Function Code                        | 57814<br><b>Object Code</b>      | Allowable Use   |  |  |
| 1000 - Instruction                   | 110 - Regular Certified Salaries | 12 - Addressing learning loss among students, including vulnerable populations.   |  |  |

Evidence suggests behaviors can significantly impact the learning of students in the classroom. Our local feedback indicated a direct need in improving this area due to an increase in behavior/mental health-related incidents due to COVID. This will pay 6 educators in our district a stipend for time outside the day spent at conferences, attending training sessions, and working directly with our behavior coach. It will also cover time for them to work on plan times, prep for substitutes as necessary, and meet outside school time with teachers needing assistance with behaviors. We are providing each team member with \$1500 stipend. During the 2nd year, we will add a trainee position in order to continue to keep our team at 6 members as members retire or move.

| Budgeted Expenditures in SFY 2021                 | \$0              |               |
|---|------------------|---------------|
| Budgeted Expenditures in SFY 2022                 | \$0              |               |
| Budgeted Expenditures in SFY 2023                 | \$9,000          |               |
| Budgeted Expenditures in SFY 2024                 | \$10,500         | <u>Status</u> |
| Total Expenditures                                | \$19,500         | Approved      |
| Line Item Comment from KSDE                       |                  |               |
| district would like to delete this line item - it | t is a duplicate |               |

| <u>Allocation Type</u><br>Direct Allocation      | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |   |  |  |
|--|---|---|--|--|
| Account Name<br>Purchased Instructional Services | <u>Account Number</u><br>57817  |   |  |  |
| Function Code                                    | Object Code   | Allowable Use   |  |  |
| 1000 - Instruction                               | 320 - Professional-Education Services   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |

Evidence suggests behaviors can significantly impact the learning of students in the classroom. Our local feedback indicated a direct need in improving this area due to an increase in behavior/mental health-related incidents due to COVID. Therefore, we will contract with our local service center to provide a behavior specialist that will work one-on-one with struggling students, assist SIT teams in developing plans, provide on-site and on-time professional development for teachers, and deeply train and coach a group of 6 educators to become a behavior intervention team that will facilitate an ongoing structure within our district.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$27,000 |               |
| Budgeted Expenditures in SFY 2024 | \$30,000 | <u>Status</u> |
| Total Expenditures                | \$57,000 | Approved      |
|                                   |          |               |
| Line Item ID: 258-3-0022          |          |               |

| Allocation Type                  | Is this Item for the 20% Minimuim Le  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |  |  |
|----------------------------------|---|---|--|--|--|
| Direct Allocation                | NO - this item is not marked for Learnir  | NO - this item is not marked for Learning Loss Set Aside Expenditure                  |  |  |  |
| Account Name                     | Account Number  | Account Number  |  |  |  |
| Substitutes                      | 57818   | 57818   |  |  |  |
| Function Code                    | Object Code   | Allowable Use   |  |  |  |
| 1000 - Instruction               | 115 - Temporary Certified Substitutes'<br>Salaries for Certified Staff  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |  |
| Diassa dagarika tha armonditu    | was within the second and how they will address   |   |  |  |  |
| · · · ·                          | ares within the account and how they will address   |   |  |  |  |
| displaying potential learning lo | udent achievement data, and determine how to best<br>ss due to COVID. This will pay for substitutes for tea<br>nd planning sessions for interventions, and relevant | chers to attend student improvement   |  |  |  |

| 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 | <u>Status</u> |
| Total Expenditures                | \$20,000 | Approved      |

Line Item ID: 258-3-0023

| Allocation Type<br>Direct Allocation      |                                | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
|---|--------------------------------|---|--|--|
| <u>Account Name</u><br>Purchased Services | <u>Account Number</u><br>84500 |   |  |  |
| Function Code                             | Object Code                    | Allowable Use   |  |  |
| 2124 - Information Services               | 500 - OTHER PURCHASED SERVICES | 5 - Procedures and systems to improve LEA preparedness and response efforts.  |  |  |

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

students due to COVID. This will provide 100 days per year to be used by our PreK-12 staff.

NEW In order to allow for additional social distancing and remote options for those involved in quarantine situations due to COVID, the district would purchase an online enrollment option that would allow families to enroll for the following year virtually.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$18,237 |
| Budgeted Expenditures in SFY 2024 | \$7,500  |
| Total Expenditures                | \$25,737 |

| <u>Status</u> |  |  |  |
|---------------|--|--|--|
| Approved      |  |  |  |

| Allocation Type<br>Direct Allocation |                                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |  |
|--------------------------------------|----------------------------------|--|--|--|
| Account Name<br>Certified Salaries   | <u>Account Number</u><br>84140   |  |  |  |
| Function Code                        | Object Code                      | Allowable Use  |  |  |
| 1000 - Instruction                   | 110 - Regular Certified Salaries | 11B - Planning and implementing supplemental after-school programs.  |  |  |

NEW Due to COVID, students are experiencing higher levels of learning loss and lower attendance rates. We are implementing a program at our high school and middle school to provide support for students needing assistance with work or studying. We plan to offer one "study" night every 2 weeks for an average of 4.5 hours (in order to have slots available to student-athletes as well). We will employ 2 staff for middle school and 2 staff for high school during that time at \$20 per hour. We plan to have approximately 10 evenings in the second semester of 22-23 school year and approximately 20 evenings in 2023-24. This will utilize the KSDE approved evidence-based practice of "after school homework assistance" to all students, especially low SES students, a subgroup commonly affected by Covid-related learning loss.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$3,600  |               |
| Budgeted Expenditures in SFY 2024 | \$7,200  | <u>Status</u> |
| Total Expenditures                | \$10,800 | Approved      |
|                                   |          |               |
| Line Item ID: 258-3-0025          |          |               |

| Allocation Type    | Is this Item for the 20% Mini    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |  |
|--------------------|----------------------------------|---|--|--|--|
| Direct Allocation  | YES - this item is marked for Le | YES - this item is marked for Learning Loss Set Aside Expenditure     |  |  |  |
| Account Name       | Account Number                   | Account Number  |  |  |  |
| SS/AS Supplies     | 84630                            |   |  |  |  |
| Function Code      | Object Code                      | Allowable Use   |  |  |  |
| 1000 - Instruction | 630 - Food and Milk              | 11B - Planning and implementing                                       |  |  |  |
|                    |                                  | supplemental after-school programs.                                   |  |  |  |

NEW Due to COVID, students are experiencing higher levels of learning loss and lower attendance rates. We are implementing a program at our high school and middle school to provide support for students needing assistance with work or studying. We plan to offer one "study" night every 2 weeks for an average of 4.5 hours (in order to have slots available to student-athletes as well). We will allocate \$100 each night for snacks/meal for attendees for middle school and the same for the high school evenings. This will utilize the KSDE approved evidence-based practice of "after school homework assistance" to all students, especially low SES students, a subgroup commonly affected by Covid-related learning loss.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0     |               |
| Budgeted Expenditures in SFY 2023 | \$2,000 |               |
| Budgeted Expenditures in SFY 2024 | \$4,000 | <u>Status</u> |
| Total Expenditures                | \$6,000 | 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>     | Address                                 | Mail Address                     |
|---------------------|---|----------------------------------|
| Graham County       | 117 N. 3rd Ave, Hill City, KS 676420309 | Box 309, Hill City, KS 676420309 |
|                     |   |                                  |
| Superintendent Name | Superintendent E-mail Address           | Superintendent Phone Number      |

## **Authorized Representative of the District Information**

| <u>Name</u>                                   | Position of Title | <u>E-mail Address</u>                            | <u>Phone Number</u> |  |
|---|-------------------|--|---------------------|--|
| Dale Deighton                                 | Superintendent    | daledeighton@usd281.com                          | (785) 421-2135      |  |
| <b>Other District Representative 1 - Name</b> |                   | Other District Representative 1 - E-mail Address |                     |  |
| Rebecca Richmeire                             |                   | rebeccarichmeier@usd281.com                      |                     |  |
| Other District Representative 2 - Name        |                   | Other District Representative 2 - E-mail Address |                     |  |

# Plan for Safe Return

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

www.usd281.com

# Use of Funds for CDC Guidance

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

We have hired a software specialist, an elementary counselor, and we are going to provide after school tutoring for students that need or want help with their learning loss.

The software specialist is able to help students and teachers with computer problems when they encounter them. The specialist is also able to research new uses for using the technology and teach the teachers how to better utilize their computers and other classroom technology. In addition to the hiring of the software specialist, we have provided every student, teacher and every classroom with the technology that will help with presenting lessons remotely if necessary and understanding of lessons. We have 1:1 student devices district wide and have developed a rotation for new devices at grades 3, 6, and 9. Students in grades K-2 use ipads while students in grades 3-12 use laptops. Teachers and classrooms are equipped with ClearTouch interactive panels, laptops, and ipads for live streaming of instruction when necessary.

We have purchased the Fastbridge program to assist in identifying students that have experienced learning loss due to the pandemic. This program provides universal screenings in math and reading as well as diagnostic reports and progress monitoring. It will help us target specific skills and provide appropriate interventions in the classroom and after school tutoring program.

The addition of the elementary counselor has helped our young students with the emotional effects of the pandemic. The counselor teaches one lesson per month in each classroom using the Sanford Harmony social emotional learning curriculum. She also sees individuals and small groups as needed and organizes the Ringnecks CARE and school families programs at our grade school. Cooperation, achievement, resilience, and empathy are the character traits represented by Ringnecks CARE and taught in school family groups two times each month. In addition to the grade school counselor being a great asset at our grade school, the hiring of this position has allowed our 7-12 grade counselor to be more focused on the junior/senior high school needs such as individual counseling with students, college and career preparation, ACT administration, and SAFE Date presentations, to name a few.

We will implement the after school tutoring program in the Fall of 2022. Students will be able to work with any teacher at any level to receive help with their learning loss. Fastbridge data will be used to identify gaps in learning and provide appropriate interventions.

# **Stakeholder Engagement**

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

#### Students

We surveyed each student from grades 4-12. The students filled out the survey during their homeroom time. This survey will gave the students the ability to voice their opinion and have input on where would be the best use of the money to help offset the effects of the COVID pandemic on their lives.

#### Families

We surveyed our families by email, put on our facebook page and put on our webpage so that our parents would have the opportunity to give their input on how and where they feel the best place to use the money to help offset the effects of the COVID-19 viruses effect on their children. The results from the survey showed that our parents wanted for us to use funds to provide an interventions to help children that have some learning loss. They believe that it is also important to have an afterschool program for helping students with learning loss due to the pandemic.

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

Through administration meetings, meetings with the staff and our NKSEC staff, all areas of the school will have the opportunity to share their opinions on how to serve our students the best. We need all input to make sure that we are able to serve our students emotional needs, educational needs and social needs to reduce the effects of the COVID 19 pandemic.

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

Meetings are held with principals, building leadership team, building faculty, janitorial staff, bus drivers and the local teachers union leadership. All of the different teams will have the opportunity to express their views on how to best serve our students' needs due to the effects of the COVID-19 pandemic by filling out the USD 281 COVID-19 survey.

### Tribes

According to our community survey, we don't have any tribes or the tribal people that we have do have did not want to mark that category. 80% of our community members marked the category stating that they preferred not to answer.

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

We don't have any civil rights organizations or disability rights organizations in Graham County. The Hill City chamber of commerce was asked if there were any organizations operating in Graham County and they said no, Graham County courthouse was asked if there were any organizations operating in Graham County and they said no, and the Hill City city office was asked if there were any organizations operating in Graham County and they said no, and the Hill City city office was asked if there were any organizations operating in Graham County and they said no. The results from our community survey did not have any organizations identified in what people filled out. We sent our survey to the state Kansas Actions for Children and received no response to our survey.

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

Our students with disabilities and children in foster care, these groups are being represented by our special education service center Northwest Kansas Service Center. The service center is the representative organization for these two groups of students and they make sure that these two groups are served to help alleviate the effects of the COVID-19 pandemic. We do not have any ELL students in the district as per our demographic data that parents fill out at enrollment. We do not have any students incarcerated as per the Graham County sheriff.

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

The USD 281 Community Community Survey for the COVID-19 pandemic will be emailed to everyone in the Chamber of Commerce organization, Rotary Club, Lions Club, and the Survey will be placed on the USD 281 website and USD 281 Facebook page.

We plan to revamp our District Site Council as well for the 22-23 school year and hope to include parents, community members, and district staff to represent the school, community, and student needs.

The results: 39% of the respondents were Parents, 19.2% were community members, 11% were business owners, 1.5% were service providers, 17.2% staff members, 44% students, 3% other.

Groups that they were associated with: Tribes 0%, Civil rights organizations 0%, Representing interest of Children with disabilities 5.6%, Representing interest of Children with ELL 1%, Representing interest of Children with homeless 0%, Representing interest of Children in foster care 1.5%, Representing interest of Children of migratory 1%, Preferred not to say 86.9%, Other 5.%.

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

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

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

We have observed significant learning loss based on state assessment tests for the 2021 school year compared to the scores in 2019.

-Class of 2028 ELA Scores: 36% level 1, 39% level 2, 24% level 3, 0% level 4; For example in the Class of 2028 there are 33 students in this class and 14 students scored the same level, 11 dropped one level, 1 dropped 2 levels and 1 went up a level. -Class of 2027 ELA Scores: 78% level 1, 7% level 2, 7% level 3, 7% level 4; The Class of 2027 has 27 students 9 stayed the same level, 11 dropped one level, 5 dropped 2 levels.

-Class of 2028 Math Scores: 48% level 1, 39% level 2, 12% level 3, 0% level 4; The class of 2028 there are 33 students in this class and 7 stayed the same level, 18 dropped one level, 2 dropped 2 levels. -Class of 2027 Math Scores: 63% level 1, 19% level 2, 15% level 3, 4% level 4; The class of 2027 has 27 students and 8 stayed the same level, 15 dropped a level, 2 dropped 2 levels.

We have also instituted the use of ASQ3 and ASQ SE:2 to help the families to be more aware of developmentally appropriate growth and development. We have implemented the ESGI assessment tool for Kindergarten screening to help determine placement for students into either a transitional kindergarten or the traditional Kindergarten class and Title 1 has been extended to include kindergarten to help with the effects of the COVID 19 pandemic on our most vulnerable students. Fastbridge has been utilized for a tiered system of intervention for reading. Ringneck CARE program has been tailored to be a more targeted program to help with student "care for each other". We also use Lexia, STAR, Study Island, and Edgenuity Credit Recovery for learning loss interventions.

90% of the people that filled out our survey stated that they felt that it was somewhat to very important that we provide after school tutoring.

76% of the people that filled out our survey stated that they felt that it was somewhat to very important that we provide summer school.

92% of the people that filled out our survey stated that they felt that it was somewhat to very important that we provide an interventionist to help with the students learning loss due to the pandemic.

91% of the people that filled out our survey stated that they felt that it was somewhat to very important that we preform enhanced cleaning of the facility.

95% of the people that filled out our survey stated that they felt that it was somewhat to very important that we provided training for our teachers.

96% of the people that filled out our survey stated that they felt that it was somewhat to very important that we provided counseling services for our students.

92% of the people that filled out our survey stated that they felt that it was somewhat to very important that we retained the teachers that we currently have employed.

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

We have implemented the fastbridge software to give us information on where our students needs are at and how to use the interventions to help our students regain the learning loss and to excel even more. We are going to institute the after school tutoring for those student wanting help to regain the learning loss that has been identified with the fastbridge software and with teacher identification.

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

We have used the money to pay for the elementary counselor to help our students with issues that have arisen due to the effects of the COVID 19 pandemic, extra Janior to help with the extra cleaning that is needed to make sure that we are not spreading the virus, the software specialist and have purchased technology hardware for each student teacher in the district to help meet the needs of our students and teachers due to the COVID 19 pandemic. Hire an intervention specialist for the school.

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

We have provided several professional learning opportunities addressing Trauma Informed Schools to all staff. This professional learning has been facilitated by ESSDACK. Teachers, counselors, secretaries, principals, janitors, paras, and bus drivers have been and continue to be trained on how the environment that a person is in affects how that person acts on a daily basis. We are in the process of becoming a Resilience Oriented School. When people develop empathy for each other and realize that everyone has different events that happen in their lives that affect how they behave, we understand and can help our students and our coworkers regulate when a person become dysregulated and thus is not behaving in a manner that allows a person to function in a public setting such as a classroom. This training helps our entire staff to work with every person that is in our buildings. All students benefit when schools implement trauma informed practices; particularly students from low-income families, children with disabilities, and children in foster care situations. Students who have experiences such as the ones listed above or have experienced other adverse childhood reactions are more likely to be dysregulated. This district-wide shift in mindset to be more resilience oriented will help students with these needs, learn from their dysregulation and behavior, and eventually lead to a better regulated learning environment.

The Fastbridge program will help all students in reading and math with the learning loss that they have experienced from the effects of the COVID 19 pandemic.

Social media is a game changer for current communication with all of our families. We increased our communication by creating a Hill City Grade School Facebook page and also have an increased following on the USD 281 Facebook page due to the increased posts promoting events and student achievement. We have updated the USD 281 web page with the assistance of Apptegy and regularly post updates and district information on that site. These changes have provided improved communication with our families which has resulted in our families being better informed about their children are learning as well as district events and initiatives.

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$591,113                | \$0                | \$591,113               | ESSER III Allocations | \$118,223   |
| Approved Total        | \$278,863                | \$0                | \$278,863               | Approved Total        | \$27,248    |
| Amount Left           | \$312,250                | \$0                | \$312,250               | Amount Still Needed   | \$90,975    |
| In Review Total       | \$282,917                | \$0                | \$282,917               | In Review Total       | \$86,318    |
| Amount Left           | \$29,333                 | \$0                | \$29,333                | Amount Still Needed   | \$4,657     |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 281-3-0010 | Direct             | True             | 2100             | 110            | 12               | \$68,064           | Task Force Review |
| 281-3-0011 | Direct             | True             | 2100             | 110            | 11B              | \$18,254           | Task Force Review |
| 281-3-0012 | Direct             | False            | 2100             | 110            | 11A              | \$19,750           | Task Force Review |
| 281-3-0013 | Direct             | False            | 1000             | 700            | 9                | \$60,064           | Task Force Review |
| 281-3-0016 | Direct             | False            | 1000             | 150            | 16               | \$116,785          | Task Force Review |
| 281-3-0001 | Direct             | False            | 2600             | 120            | 16               | \$52,000           | Approved          |
| 281-3-0002 | Direct             | False            | 2100             | 110            | 10               | \$86,200           | Approved          |
| 281-3-0003 | Direct             | False            | 2100             | 110            | 4                | \$113,415          | Approved          |
| 281-3-0009 | Direct             | True             | 1000             | 300            | 9                | \$27,248           | Approved          |

# Line Item Details

| line  | Item  | ID: | 281 | -3- | 0010 |
|-------|-------|-----|-----|-----|------|
| LILIC | rtern | 10. | 201 | 5   | 0010 |

| Illocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure   |   |  |  |
|---|--|---|--|--|
| Direct Allocation   | YES - this item is marked for Learnin  | g Loss Set Aside Expenditure  |  |  |
| Account Name  | Account Number   |   |  |  |
| Salaries  | 41052  |   |  |  |
| Function Code   | Object Code  | Allowable Use   |  |  |
| 2100 - Support Services (Students)  | 110 - Regular Certified Salaries   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |  |  |
| Please describe the expenditures with   | in the account and how they will add   | ress a COVID-19 need  |  |  |
| CHANGE. Intervention specialists to help develop interventions to help bring the s  | ,  | ects that have caused learning loss and to be on.   |  |  |
| Budgeted Expenditures in SFY 2021   | \$0  |   |  |  |
| Budgeted Expenditures in SFY 2022   | \$0  |   |  |  |
|   |  |   |  |  |
| Budgeted Expenditures in SFY 2023   | \$23,064   |   |  |  |
|   | \$23,064<br>\$45,000   | <u>Status</u>   |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 281-3-0011   | \$45,000<br>\$68,064   | <u>Status</u><br>Task Force Review<br>Learning Loss Set Aside Expenditure   |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 281-3-0011<br>Allocation Type<br>Direct Allocation  | \$45,000<br>\$68,064<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning  | Task Force Review   |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 281-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$45,000<br>\$68,064<br>Is this Item for the 20% Minimuim  | Task Force Review   |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 281-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Salaries  | \$45,000<br>\$68,064<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learnin<br>Account Number<br>41052  | Task Force Review   |  |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 281-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Salaries<br>Function Code<br>2100 - Support Services (Students)  | \$45,000<br>\$68,064<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learnin<br>Account Number<br>41052<br>Object Code   | Task Force Review<br><b>Learning Loss Set Aside Expenditure</b><br>g Loss Set Aside Expenditure<br><b>Allowable Use</b>   |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 281-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Salaries  | \$45,000<br>\$68,064<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learnin<br>Account Number<br>41052  | Task Force Review   |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 281-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Salaries<br>Function Code<br>2100 - Support Services (Students)   | \$45,000<br>\$68,064<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learnin<br>Account Number<br>41052<br>Object Code<br>110 - Regular Certified Salaries   | Task Force Review <b>Learning Loss Set Aside Expenditure</b> g Loss Set Aside Expenditure <b>Allowable Use</b> 11B - Planning and implementing supplemental after-school programs.  |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 281-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Salaries<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withi   | \$45,000<br>\$68,064<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learnin<br>Account Number<br>41052<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will adda  | Task Force Review <b>Learning Loss Set Aside Expenditure</b> g Loss Set Aside Expenditure <b>Allowable Use</b> 11B - Planning and implementing supplemental after-school programs.  |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 281-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Salaries<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withi<br>CHANGE-Providing after school tutoring<br>to the COVID 19 pandemic.   | \$45,000<br>\$68,064<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learnin<br>Account Number<br>41052<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will adda  | Task Force Review <b>Learning Loss Set Aside Expenditure</b> g Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         11B - Planning and implementing supplemental after-school programs.         ress a COVID-19 need |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 281-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Salaries<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withi<br>CHANGE-Providing after school tutoring<br>to the COVID 19 pandemic.<br>Budgeted Expenditures in SFY 2021                                      | \$45,000<br>\$68,064<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learnin<br>Account Number<br>41052<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will adde<br>for the students that want help or have                       | Task Force Review <b>Learning Loss Set Aside Expenditure</b> g Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         11B - Planning and implementing supplemental after-school programs.         ress a COVID-19 need |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 281-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Salaries<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withi<br>CHANGE-Providing after school tutoring<br>to the COVID 19 pandemic.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$45,000<br>\$68,064<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>41052<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addu<br>for the students that want help or have<br>\$0               | Task Force Review <b>Learning Loss Set Aside Expenditure</b> g Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         11B - Planning and implementing supplemental after-school programs.         ress a COVID-19 need |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 281-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Salaries<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withi<br>CHANGE-Providing after school tutoring  | \$45,000<br>\$68,064<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>41052<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addu<br>for the students that want help or have<br>\$0<br>\$0<br>\$0 | Task Force Review <b>Learning Loss Set Aside Expenditure</b> g Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         11B - Planning and implementing supplemental after-school programs.         ress a COVID-19 need |  |  |

| Direct Allocation  | NO - this item is not marked for Lea  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |  |  |
|--|---|---|--|--|--|--|
|  |   |   |  |  |  |  |
| Account Name   | Account Number  |   |  |  |  |  |
| Salaries   | 41052   |   |  |  |  |  |
| Function Code  | Object Code   | Allowable Use   |  |  |  |  |
| 2100 - Support Services (Students)   | 110 - Regular Certified Salaries  | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.   |  |  |  |  |
| Please describe the expenditures with  | in the account and how they will add  | ress a COVID-19 need  |  |  |  |  |
| CHANGE-Providing summer school for th  | nose students that have experienced lea   | arning loss due to the COVID 19 pandemic.   |  |  |  |  |
| Budgeted Expenditures in SFY 2021  | \$0   |   |  |  |  |  |
| Budgeted Expenditures in SFY 2022  | \$3,750   |   |  |  |  |  |
| Budgeted Expenditures in SFY 2023  | \$8,000   |   |  |  |  |  |
| Budgeted Expenditures in SFY 2024  | \$8,000   | <u>Status</u>   |  |  |  |  |
| Total Expenditures   | \$19,750  | Task Force Review   |  |  |  |  |
|  |   |   |  |  |  |  |
|  | Is this Item for the 20% Minimuim   | Learning Loss Set Aside Expenditure   |  |  |  |  |
| ne Item ID: 281-3-0013<br>Allocation Type<br>Direct Allocation   |   | <b>Learning Loss Set Aside Expenditure</b><br>rning Loss Set Aside Expenditure  |  |  |  |  |
| <u>Allocation Type</u><br>Direct Allocation  | NO - this item is not marked for Lea  |   |  |  |  |  |
| Allocation Type<br>Direct Allocation<br>Account Name   | NO - this item is not marked for Lea<br><u>Account Number</u>   |   |  |  |  |  |
| <b>Allocation Type</b><br>Direct Allocation<br><b>Account Name</b><br>Computer equipment for students  | NO - this item is not marked for Lea<br><u>Account Number</u><br>41130  | rning Loss Set Aside Expenditure  |  |  |  |  |
| <b>Allocation Type</b><br>Direct Allocation<br><b>Account Name</b><br>Computer equipment for students<br><b>Function Code</b>  | NO - this item is not marked for Lea<br><u>Account Number</u><br>41130<br><b>Object Code</b>  | rning Loss Set Aside Expenditure Allowable Use  |  |  |  |  |
| Allocation Type  | NO - this item is not marked for Lea<br><u>Account Number</u><br>41130  | rning Loss Set Aside Expenditure Allowable Use  |  |  |  |  |
| <u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>Computer equipment for students<br><b>Function Code</b>  | NO - this item is not marked for Lea<br><u>Account Number</u><br>41130<br><b>Object Code</b><br>700 - PROPERTY  | Allowable Use         9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students.  |  |  |  |  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Computer equipment for students<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>CHANGE-Computers for students to use   | NO - this item is not marked for Lea<br>Account Number<br>41130<br>Object Code<br>700 - PROPERTY<br>in the account and how they will add<br>everyday either remote or in the classro  | Allowable Use         9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students.         ress a COVID-19 need   |  |  |  |  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Computer equipment for students<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>CHANGE-Computers for students to use<br>student to help with the learning loss cre   | NO - this item is not marked for Lea<br>Account Number<br>41130<br>Object Code<br>700 - PROPERTY<br>in the account and how they will add<br>everyday either remote or in the classro  | Allowable Use         9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students.         ress a COVID-19 need   |  |  |  |  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Computer equipment for students<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>CHANGE-Computers for students to use<br>student to help with the learning loss cree<br>Budgeted Expenditures in SFY 2021   | NO - this item is not marked for Lea<br>Account Number<br>41130<br>Object Code<br>700 - PROPERTY<br>in the account and how they will add<br>everyday either remote or in the classro<br>bated by the pandemic.                          | Allowable Use         9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students.         ress a COVID-19 need   |  |  |  |  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Computer equipment for students<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>CHANGE-Computers for students to use<br>student to help with the learning loss cree<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | NO - this item is not marked for Lea<br>Account Number<br>41130<br>Object Code<br>700 - PROPERTY<br>in the account and how they will add<br>everyday either remote or in the classro<br>bated by the pandemic.<br>\$0                   | Allowable Use         9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students.         ress a COVID-19 need   |  |  |  |  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Computer equipment for students<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>CHANGE-Computers for students to use<br>student to help with the learning loss cree<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | NO - this item is not marked for Lea<br>Account Number<br>41130<br>Object Code<br>700 - PROPERTY<br>in the account and how they will add<br>everyday either remote or in the classro<br>bated by the pandemic.<br>\$0<br>\$0<br>\$0     | Allowable Use         9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students.         ress a COVID-19 need   |  |  |  |  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Computer equipment for students<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi   | NO - this item is not marked for Lea<br>Account Number<br>41130<br>Object Code<br>700 - PROPERTY<br>in the account and how they will add<br>everyday either remote or in the classro<br>ated by the pandemic.<br>\$0<br>\$0<br>\$28,064 | Allowable Use         9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students.         ress a COVID-19 need         pom. Provides a computer for each and every |  |  |  |  |

| <u>llocation Type</u>  |   | Learning Loss Set Aside Expenditure  |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for Learr  | ning Loss Set Aside Expenditure  |
| Account Name   | Account Number  |  |
| Retention Pay for Employees  | 42500   |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 150 - Additional Compensation   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures with  | in the account and how they will addre  | ess a COVID-19 need  |
| Pay to help retain our employees due to<br>be made in December of 2023 for 66 em   | •   | nd employment shortage. The payment wil  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |
| Budgeted Expenditures in SFY 2023  | \$0   |  |
| Budgeted Expenditures in SFY 2024  | \$116,785   | <u>Status</u>  |
| Total Expenditures   | \$116,785   | Task Force Review  |
|  |   |  |
| New Line Item  |   |  |
| New Line Item<br>ne Item ID: 281-3-0001  | <u>Is this Item for the 20% Minimuim</u>  | Learning Loss Set Aside Expenditure  |
| New Line Item<br>ne Item ID: 281-3-0001<br>Allocation Type   | <u>Is this Item for the 20% Minimuim</u><br>NO - this item is not marked for Learr  | <b>.</b> .   |
| Line Item Comment from KSDE New Line Item ne Item ID: 281-3-0001 Allocation Type Direct Allocation Account Name  |   | -  |
| New Line Item<br>ne Item ID: 281-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name  | NO - this item is not marked for Learr  | <b>.</b> .   |
| New Line Item<br>ne Item ID: 281-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Salaries  | NO - this item is not marked for Learr<br><u>Account Number</u>   | <b>.</b> .   |
| New Line Item<br>ne Item ID: 281-3-0001<br>Allocation Type<br>Direct Allocation  | NO - this item is not marked for Learr<br><u>Account Number</u><br>41052  | ning Loss Set Aside Expenditure  |
| New Line Item<br>ne Item ID: 281-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Salaries<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)   | NO - this item is not marked for Learr<br><u>Account Number</u><br>41052<br><b>Object Code</b>  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                        |
| New Line Item<br>ne Item ID: 281-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Salaries<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures with  | NO - this item is not marked for Learn<br><u>Account Number</u><br>41052<br><b>Object Code</b><br>120 - Regular Non-Certified Salaries  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Ess a COVID-19 need |
| New Line Item<br>ne Item ID: 281-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Salaries<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures with<br>Extra cleaning and sanitizing building to   | NO - this item is not marked for Learn<br>Account Number<br>41052<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will addre<br>mitigate the spread of the COVID 19 viru                      | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Ess a COVID-19 need |
| New Line Item<br>ne Item ID: 281-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Salaries<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures with<br>Extra cleaning and sanitizing building to<br>Budgeted Expenditures in SFY 2021                                      | NO - this item is not marked for Learn<br>Account Number<br>41052<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will addres<br>mitigate the spread of the COVID 19 viru<br>\$0              | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Ess a COVID-19 need |
| New Line Item<br>ne Item ID: 281-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Salaries<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures with<br>Extra cleaning and sanitizing building to<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | NO - this item is not marked for Learn<br>Account Number<br>41052<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will addre<br>mitigate the spread of the COVID 19 viru<br>\$0<br>\$0<br>\$0 | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Ess a COVID-19 need |
| New Line Item<br>ne Item ID: 281-3-0001<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Salaries<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures with  | NO - this item is not marked for Learn<br>Account Number<br>41052<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will addres<br>mitigate the spread of the COVID 19 viru<br>\$0              | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Ess a COVID-19 need |

| Allocation Type   | <u>Is this Item for the 20% Minimuim</u>  | <u> Learning Loss Set Aside Expenditure</u> |  |  |  |
|---|---|---|--|--|--|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure                                    |   |  |  |  |
| Account Name  | Account Number  |   |  |  |  |
| Salaries  | 41052   |   |  |  |  |
| Function Code   | Object Code   | Allowable Use                               |  |  |  |
| 2100 - Support Services (Students)  | 110 - Regular Certified Salaries  | 10 - Providing mental health services       |  |  |  |
|   |   | and supports.                               |  |  |  |
| Please describe the expenditures with   |   | and supports.                               |  |  |  |
|   | nin the account and how they will add   | and supports. ress a COVID-19 need          |  |  |  |
| Please describe the expenditures with   | nin the account and how they will add   | and supports. ress a COVID-19 need          |  |  |  |
| <b>Please describe the expenditures with</b><br>Student counseling services to help stud  | <b>hin the account and how they will add</b><br>dents deal with the stess that the pander               | and supports. ress a COVID-19 need          |  |  |  |
| Please describe the expenditures with<br>Student counseling services to help stuc<br>Budgeted Expenditures in SFY 2021                                      | <b>hin the account and how they will add</b><br>dents deal with the stess that the pander<br>\$0        | and supports. ress a COVID-19 need          |  |  |  |
| Please describe the expenditures with<br>Student counseling services to help stuc<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | <b>hin the account and how they will add</b><br>dents deal with the stess that the pander<br>\$0<br>\$0 | and supports. ress a COVID-19 need          |  |  |  |

| Allocation Type  |  | uim Learning Loss Set Aside Expenditure   |  |  |
|--|--|---|--|--|
| Direct Allocation  | NO - this item is not marked for L   | earning Loss Set Aside Expenditure  |  |  |
| Account Name   | Account Number   |   |  |  |
| Salaries   | 41052  |   |  |  |
| Function Code  | Object Code  | Allowable Use   |  |  |
| 2100 - Support Services (Students)   | 110 - Regular Certified Salaries   | 4 - Activities to address the unique<br>needs of low-income children, children<br>with disabilities, English learners, racial<br>and ethnic minorities, students<br>experiencing homelessness, and foster<br>care youth, including outreach and |  |  |
|  | e of the computers for either remote   | service delivery.   |  |  |
| technology coordinator to faciliate the us maintain and upgrade students and teach   | e of the computers for either remote   | service delivery.<br>ddress a COVID-19 need<br>e or in class learning.Software specialitst to   |  |  |
| technology coordinator to faciliate the us<br>maintain and upgrade students and teach<br>pandemic.   | e of the computers for either remote<br>ners computers for testing, remote a               | service delivery.<br>ddress a COVID-19 need<br>e or in class learning.Software specialitst to   |  |  |
| technology coordinator to faciliate the us<br>maintain and upgrade students and teach<br>pandemic.<br>Budgeted Expenditures in SFY 2021                                      | e of the computers for either remote<br>ners computers for testing, remote a<br>\$0        | service delivery.<br>ddress a COVID-19 need<br>e or in class learning.Software specialitst to   |  |  |
| technology coordinator to faciliate the us<br>maintain and upgrade students and teach<br>pandemic.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | e of the computers for either remote<br>hers computers for testing, remote a<br>\$0<br>\$0 | service delivery.<br>ddress a COVID-19 need<br>e or in class learning.Software specialitst to   |  |  |

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

Line Item ID: 281-3-0009

#### Allocation Type Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure YES - this item is marked for Learning Loss Set Aside Expenditure Direct Allocation Account Name Account Number FastBridge Learning-41099 Renaissance/Training **Function Code Object Code** Allowable Use 300 - PURCHASED PROFESSIONAL 9 - Purchasing educational technology 1000 - Instruction AND TECHNICAL SERVICES (including hardware, software, and connectivity) for the LEA's students.

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

Software to test students learning loss and emotional needs and to determine learning loss due to the COVID 19 pandemic and training for our teachers so that they can best use the program to support our students.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$18,600 |               |
| Budgeted Expenditures in SFY 2024 | \$8,648  | <u>Status</u> |
| Total Expenditures                | \$27,248 | 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>     | Address                              | Mail Address                         |
|---------------------|--------------------------------------|--------------------------------------|
| Golden Plains       | 335 School Street, Rexford, KS 67753 | 335 School Street, Rexford, KS 67753 |
|                     |                                      |                                      |
| Superintendent Name | Superintendent E-mail Address        | Superintendent Phone Number          |

# **Authorized Representative of the District Information**

| <u>Name</u>                   | Position of Title | E-mail Address                | Phone Number               |
|-------------------------------|-------------------|-------------------------------|----------------------------|
| Betty Hickert                 | Board Clerk       | bhickert@usd316.org           | (785) 386-4559             |
| Other District Representative | <u>1 - Name</u>   | Other District Representative | 1 - E-mail Address         |
| Ashley Arnberger              |                   | ashley@usd316.org             |                            |
| Other District Representative | <u> 2 - Name</u>  | Other District Representative | <u> 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.

http://usd316.k12.ks.us/district\_information/district\_\_board\_information

# Use of Funds for CDC Guidance

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

The funds will be used to create an environment to continuously and safely reopen and operate the USD 316 Golden Plains Elementary and Middle/High School for in-person learning. Academically, USD 316 is working district-wide with KSDE Multi-Tiered System of Support (Kansas MTSS) to help mitigate student learning loss. The district coordinates with the Sheridan County Health Complex Federally Qualified Health Clinic to provide both mental and physical health services, as well as, the Northwest Kansas Educational Service Center to provide additional services to the special needs and migrant populations. The areas of English Language Arts (ELA), Behavior Social Emotional Learning (BSEL), and math are or will be addressed. The current emphasis is on direct intervention with ELA. BSEL curriculum is being vetted and will be piloted and implemented according to district needs. Math will be addressed following the BSEL implementation. Funds will be set aside to address curriculum that will be purchased to remediate learning loss through the MTSS framework and meet additional needs as identified by surveys and conversations with our stakeholders, which include students, families, school and district administration along with special education administration, teachers, parents of children representing diverse groups, and other stakeholders. Currently, as identified by stakeholders, USD 316 has a need for more supports and interventions for behavior and social emotional concerns, additional support personnel, instructional materials and resources, and school facility repairs and improvements. The funds will be used to support a Student Advocacy Coordinator, ELA and Math Interventionists, and premium pay for staff who work outside of the contract year to plan and address interventions and prepare for remote learning should the need arise. The plan is to replace old windows to improve ventilation and air quality in the elementary school. The district will provide professional development in the areas of behavior, social emotional learning and other academic areas for all teaching staff. At the middle/high school new desks will be purchased to replace tables allowing personal space and distancing. New fans will also be installed in the locker rooms to increase air circulation. In addition, we continue to purchase extensive cleaning supplies, sanitizer spray and wipes, and masks. The vehicles and buildings are sanitized and will continue to be sanitized on a regular basis.

# Stakeholder Engagement

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

#### Students

USD 316 Golden Plains sent a survey to all students. It was interesting to see 41.1 % of the students participate in this survey. In addition to the survey, focus groups were conducted with students three times during seminar period to openly discuss the needs they identified. The top priorities for the students were: 1. Behavioral and Emotional support provided for all students due to anxiety and depression resulting from the Covid-19 Pandemic 2. Continue with new Student Support Center and more support for high-risk students 3. Improvements to the buildings.

Once the ESSER Plan is complete, it will be presented to students for additional input.

#### Families

USD 316 Golden Plains sent a survey to all parents. 28.8% of the parents responded to the survey. USD 316 is very involved with the parents of the students. Many conversations were held to help consider the priorities for ESSER III funding. The top priorities for parents were: 1. Expanded Behavioral and Social Emotional Learning 2. Additional personnel to support at-risk students 3. Maintenance, repair and replacement of the windows to help provide appropriate ventilation at the Elementary School. Once the plan is complete, the district will seek feedback from parents.

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

USD 316 is a small, rural district in Northwest Kansas. As an administrative team, we meet a minimum of once per week and more often when possible and/or necessary. Our district administrators also work with Special Education Administration at the Northwest Kansas Educational Service Center. The top priorities for administration were: 1. Behavior Social Emotional Curriculum 2. Improvements to the facilities 3. Continue with a ELA interventionist, Student Advocacy Coordinator, and provide more support personnel 4. Curriculum to support and remediate student learning loss as well as support the MTSS process.

Once the plan is complete, all administration will review the plan and provide feedback.

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

The development of the USD 316 ESSER Plan has been a collaborative effort of many stakeholder groups including: staff, students, parents, administration, and other organizations. Staff was given opportunities to express their concerns in their PLC and Collaborative Meetings. The plan is definitely a reflection of the various conversations held among these groups. The needs needs identified were: 1) Personnel to support students learning loss and social emotional concerns 2) Instructional materials and resources, and 3) Maintenance, repair and improvements to the school buildings.

#### Tribes

We have worked closely with the two students and their parents who have an origin in any of the peoples of North and South America, including Central America. These families maintain a community attachment. They do not have a tribal affiliation. We have spoken with both families, and both families had no suggestions beyond the supports already received from the district. The district has already helped them get access to medical treatment, an in-home social worker, and programs that support language acquisition. Their priority was to continue to improve and maintain these programs and supports.

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

USD 316 consulted with Disability Rights Center of Kansas (DCR), Families Together, and Kansas Action For Kids. All organizations expressed concern with learning loss of students with disabilities. They suggested 1) increased opportunities for students to receive additional time to help with the recovery of learning loss 2) additional supports and services 3) additional health services for children. These groups support the ESSER III plan we have developed.

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

We have worked closely with staff, parents, students and representatives of the subgroup populations in our school district. We conducted focus groups and facilitated conversations among staff and students. We consulted with the Migrant Program from the Northwest Kansas Educational Service Center, ESL families, students identified as homeless and other underserved populations. The suggestions that came out of those conversations were: 1) the need for better ways to provide these populations with health services 2) a need for more ESL services 3) more instructional materials and resources 4) additional personnel to support Migrant and ESL students.

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

Information on the ESSER application was presented to the USD 316 Board of Education. Public input was received from stakeholders from each group. We are a small 1A district, and many of the individual stakeholders serve in one or more category of stakeholders.

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

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

There is no doubt that the impacts of COVID-19 have been great on schools, students, families, and staff. USD 316 is a small, rural school with an enrollment of 188 students in grade pre-k through 12. There are two attendance centers, a Pre-K through 5 elementary school and a middle/high school that serves grades 6 through 12. In 2020, students went to on-line learning and were not back to finish the year in-person. On-line learning was very difficult for many of the students and some did not engage in on-line learning. In 2020-2021 the students were able to return to in-person learning, and they wore masks all day. It was noted that students in all grade levels were experiencing higher levels of anxiety and depression and were often disengaged from their academics and activities. Student attendance and enrollment were additionally affected. When looking at Aims Web Math data, K-8 students showed a decrease of 8% at Benchmark, a decrease of 57% at Strategic, and an increase of 65% at intensive. Aims Web Reading data K-8 showed a decrease of 15% at Benchmark, increase of 5% at strategic, and an increase of 10% at intensive. The average ACT score of our students was 17.2 which was a decrease from the score prior to on-line learning and Covid-19. Across the board in all academic areas, our students showed a learning loss.

The increase in behavioral, social and emotional issues among students has increased. Antidotally, observation and stakeholder reports indicated a definite increase across all grades in the number of students reporting chronic anxiety or isolated episodes of anxiety. The district has had more students receiving counseling. Data from the Kansas Communities That Care Survey in 2021 showed that 55.6% of the students reported they were depressed and 51.1% reported they were anxious and conflictual. The survey results indicated that social and emotional areas were of great concern and will be addressed through the use of ESSER Funds as will all academic areas.

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

Over twenty percent of the USD 316 ESSER III Funds will be used to address the academic impact of lost instructional time. Our entire staff implemented the Multi-Tiered System of Support (MTSS) for ELA during the 2021-2022 school year. Exploration of the need for Behavior, Social and Emotional Learning (BSEL) curriculum was evaluated and curriculums were vetted during the 2021-2022 school year. BSEL curriculum will be piloted and chosen during the 2022-2023 school year and implemented in 2022-2023 with MTSS supports. The district will receive training in math MTSS during the summer of 2023 and begin MTSS math implementation during the 2023-2024 school year. Research based curriculum will be purchased to support MTSS intervention. In addition, the funds will be used for BSEL curriculum and additional supports for learning loss.

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

ESSER Funds will support teacher duties outside of contract time, retention of staff, provide health and mental health services/supports to students and families, improve indoor air quality, increase connectivity through a new phone system, expand classroom technology to fully utilize and implement new curriculums, and continue the purchase of sanitizing agents.

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

To monitor the use of and impact of ESSER III funding, academic needs will be reviewed through the use of FastBridge, State Assessments, and ACT. Social Emotional Health will be monitored through FastBridge's Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) and The Kansas Communities That Care Survey. Subgroup data will be analyzed separately to make sure all student needs are being met. The expectations are that student grades, engagement, and attendance will begin to show improvement.

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$417,844                | \$0                | \$417,844               | ESSER III Allocations | \$83,569    |
| Approved Total        | \$0                      | \$0                | \$0                     | Approved Total        | \$0         |
| Amount Left           | \$417,844                | \$0                | \$417,844               | Amount Still Needed   | \$83,569    |
| In Review Total       | \$417,844                | \$0                | \$417,844               | In Review Total       | \$145,665   |
| Amount Left           | \$0                      | \$0                | \$0                     | Amount Still Needed   | \$0         |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 316-3-0018 | Direct             | False            | 1000             | 150            | 16               | \$108,295          | Task Force Review |
| 316-3-0019 | Direct             | True             | 1000             | 110            | 16               | \$50,690           | Task Force Review |
| 316-3-0020 | Direct             | True             | 1000             | 110            | 16               | \$59,387           | Task Force Review |
| 316-3-0021 | Direct             | True             | 1000             | 320            | 16               | \$25,000           | Task Force Review |
| 316-3-0022 | Direct             | False            | 1000             | 644            | 10               | \$12,125           | Task Force Review |
| 316-3-0023 | Direct             | False            | 4700             | 460            | 13               | \$28,968           | Task Force Review |
| 316-3-0024 | Direct             | False            | 1000             | 733            | 16               | \$9,410            | Task Force Review |
| 316-3-0025 | Direct             | False            | 2000             | 650            | 9                | \$21,695           | Task Force Review |
| 316-3-0026 | Direct             | False            | 1000             | 733            | 15               | \$2,559            | Task Force Review |
| 316-3-0027 | Direct             | False            | 2134             | 113            | 16               | \$40,344           | Task Force Review |
| 316-3-0028 | Direct             | True             | 2000             | 113            | 1A               | \$4,850            | Task Force Review |
| 316-3-0029 | Direct             | True             | 1000             | 644            | 12               | \$5,738            | Task Force Review |
| 316-3-0030 | Direct             | False            | 1000             | 644            | 12               | \$48,783           | Task Force Review |

# Line Item Details

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |  |  |
|--|---|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name   | Account Number  |  |  |
| ESSER III  | 83.1000.150   |  |  |
| Function Code  | Object Code   | Allowable Use  |  |
| 1000 - Instruction   | 150 - Additional Compensation   | 16 - Other activities necessary to   |  |
|  |   | maintain LEA operations and services   |  |
|  |   | and employ existing LEA staff.   |  |
| Please describe the expenditures with  | •   | ress a COVID-19 need   |  |
| The funds will be used to provide retention<br>to maintain staffing through 2024. The an   | on incentive pay for additional duties re<br>mount budgeted for each year will be e   | ress a COVID-19 need<br>equired to work in a COVID environment and<br>qually divided among all of the district |  |
| The funds will be used to provide retention<br>to maintain staffing through 2024. The an<br>employees and presented as incentive particular  | on incentive pay for additional duties re<br>mount budgeted for each year will be e   | ress a COVID-19 need<br>equired to work in a COVID environment and   |  |
| The funds will be used to provide retention<br>to maintain staffing through 2024. The an<br>employees and presented as incentive park<br>kitchen staff, and custodial staff.   | on incentive pay for additional duties re<br>mount budgeted for each year will be e<br>ay one time each year. This includes tead              | ress a COVID-19 need<br>equired to work in a COVID environment and<br>qually divided among all of the district |  |
| The funds will be used to provide retention<br>to maintain staffing through 2024. The and<br>employees and presented as incentive parkitchen staff, and custodial staff.<br>Budgeted Expenditures in SFY 2021                                      | on incentive pay for additional duties re<br>mount budgeted for each year will be e<br>ay one time each year. This includes teac<br>\$0       | ress a COVID-19 need<br>equired to work in a COVID environment and<br>qually divided among all of the district |  |
| The funds will be used to provide retention<br>to maintain staffing through 2024. The and<br>employees and presented as incentive parkitchen staff, and custodial staff.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | on incentive pay for additional duties re<br>mount budgeted for each year will be e<br>ay one time each year. This includes tea<br>\$0<br>\$0 | ress a COVID-19 need<br>equired to work in a COVID environment and<br>qually divided among all of the district |  |

#### Line Item Comment from KSDE

Change Request: Previously approved for \$58,300 in SFY 2023 and 24 (total: \$116,600)

| Allocation Type    | Is this Item for the 20% Minimuin     | <u>Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure</u> |  |  |
|--------------------|---------------------------------------|--|--|--|
| Direct Allocation  | YES - this item is marked for Learnir | YES - this item is marked for Learning Loss Set Aside Expenditure            |  |  |
| Account Name       | Account Number                        |  |  |  |
| ESSER III          | 80.1000.110                           |  |  |  |
| Function Code      | Object Code                           | Allowable Use  |  |  |
| 1000 - Instruction | 110 - Regular Certified Salaries      | 16 - Other activities necessary to maintain LEA operations and services      |  |  |

The district added a full-time Student Advocacy Coordinator and an At-Risk Interventionist to provide services to our middle/high school students. The Student Advocacy Coordinator, who has a masters degree in clinical social work, assists with academic assistance but also provides emotional supports and helps students in finding needed resources within the community. The At-Risk Interventionist provides academic supports including tutoring, reteaching, assistance with assignment completion, and language support for students who are identified as At-Risk. Many of the students identified as at-risk fall into those vulnerable populations such as ESL, students experiencing homelessness, and students with disabilities. Both of these positions will continue to address learning loss by providing academic supports to all students who are struggling academically. These positions support the needs of all races and ethnicities, especially our more vulnerable populations.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$7,190  |
| Budgeted Expenditures in SFY 2024 | \$43,500 |
| Total Expenditures                | \$50,690 |

| <u>Status</u>     |  |
|-------------------|--|
| Task Force Review |  |

and employ existing LEA staff.

#### Line Item Comment from KSDE

Change Request: Previously approved for a total of \$16,000

| Allocation Type<br>Direct Allocation |                                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |  |
|--------------------------------------|----------------------------------|--|--|--|
| Account Name                         | Account Number                   |  |  |  |
| ESSER III                            | 83.1000.110                      |  |  |  |
| Function Code                        | Object Code                      | Allowable Use  |  |  |
| 1000 - Instruction                   | 110 - Regular Certified Salaries | 16 - Other activities necessary to maintain LEA operations and services  |  |  |

and employ existing LEA staff.

Status

Task Force Review

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

The district added a part-time math interventionist for the 2022-2023 school year to address low math scores on FastBridge testing. All students in kindergarten through twelfth grade are screened in math three times per school year. Students who are identified through this screening as in need of math remediation will receive this from the math interventionist. The FastBridge screening will allow the district to identify the students who have specific math learning loss. This position will allow students to receive math remediation necessary for their success. In reviewing data from this previous school year, the majority of students who would qualify for this remediation are our most vulnerable students including those identified as special education and ESL.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$28,587 |
| Budgeted Expenditures in SFY 2024 | \$30,800 |
| Total Expenditures                | \$59,387 |

#### Line Item Comment from KSDE

Change Request: Previously approved for a total of \$25,000

| Allocation Type<br>Direct Allocation | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |   |  |
|--------------------------------------|--|---|--|
| Account Name                         | Account Number   |   |  |
| ESSER III                            | 83.1000.320  |   |  |
| Function Code                        | Object Code  | Allowable Use   |  |
| 1000 - Instruction                   | 320 - Professional-Education Services  | 16 - Other activities necessary to maintain LEA operations and services |  |

and employ existing LEA staff.

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

Certified teachers will receive compensation for attending MTSS training outside of their contract time in the summer of 2023. This will be two days of training to help improve teacher skills that focus on addressing learning loss in math and implementing math MTSS within the school system. Teachers will be compensated at a rate of \$35 per hour to participate in these training days. These days will be committed to understanding and implementing the MTSS structure for math. Foundational math teaching will be addressed with the entire teaching staff, not just those who teach a math class. This will strengthen every teacher's ability to be a teacher of math, and, in turn, allow our system to more effectively address math learning loss caused by the COVID-19 pandemic.

| \$O      |                        |
|----------|------------------------|
| \$0      |                        |
| \$O      |                        |
| \$25,000 | <u>Status</u>          |
| \$25,000 | Task Force Review      |
|          |                        |
|          |                        |
|          | \$0<br>\$0<br>\$25,000 |

| <u>Allocation Type</u><br>Direct Allocation   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |   |  |
|---|---|---|--|
| Account Name  | Account Number  |   |  |
| ESSER III   | 83.1000.644   |   |  |
| Function Code   | Object Code   | Allowable Use   |  |
| 1000 - Instruction  | 644 - Textbooks   | 10 - Providing mental health services and supports.   |  |
|   |   |   |  |
| Please describe the expenditures with   | in the account and how they w   | vill address a COVID-19 need  |  |
| USD 316 will adopt and purchase a resea   | rched based Behavior, Social Em<br>cond Step (PK-5) and School Co   | notional Learning (BSEL) curriculum during 2023. The<br>nnect (6-12) as potential curriculums. New BSEL |  |
| USD 316 will adopt and purchase a resea<br>current vetting process has identified Sec   | rched based Behavior, Social Em<br>cond Step (PK-5) and School Co   | notional Learning (BSEL) curriculum during 2023. The<br>nnect (6-12) as potential curriculums. New BSEL |  |
| USD 316 will adopt and purchase a resea<br>current vetting process has identified Sec<br>curriculum will address one of the main r  | rched based Behavior, Social Em<br>cond Step (PK-5) and School Con<br>needs expressed by our stakehol   | notional Learning (BSEL) curriculum during 2023. The<br>nnect (6-12) as potential curriculums. New BSEL |  |
| USD 316 will adopt and purchase a resea<br>current vetting process has identified Sec<br>curriculum will address one of the main r<br>Budgeted Expenditures in SFY 2021                                       | arched based Behavior, Social Em<br>cond Step (PK-5) and School Con<br>needs expressed by our stakehol<br>\$0                                 | notional Learning (BSEL) curriculum during 2023. The<br>nnect (6-12) as potential curriculums. New BSEL |  |
| USD 316 will adopt and purchase a resear<br>current vetting process has identified Sec<br>curriculum will address one of the main r<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | arched based Behavior, Social Em<br>cond Step (PK-5) and School Con<br>needs expressed by our stakehol<br>\$0<br>\$0                          | notional Learning (BSEL) curriculum during 2023. The<br>nnect (6-12) as potential curriculums. New BSEL |  |

#### Line Item Comment from KSDE

Change Request: Previously approved for a total of \$17,000

| Allocation Type              |                                    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |  |  |
|------------------------------|------------------------------------|---|--|--|
| Direct Allocation            | NO - this item is not marked for l | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name                 | Account Number                     | Account Number  |  |  |
| ESSER III                    | 83.4700.460                        |   |  |  |
| Function Code                | Object Code                        | Allowable Use   |  |  |
| 4700 - Building Improvements | 460 - Repair of Buildings          | 13 - School facility repairs and<br>improvements to enable operation of<br>schools to reduce risk of virus<br>transmission and exposure to<br>environmental health hazards, and to<br>support student health needs. |  |  |

All documentation has been submitted by email on July 1, 2022.

New windows will be purchased and installed at the elementary school. The current windows do not seal properly and have mold forming in some areas. Some windows have had to be sealed shut because they can no longer open and close safely. The new windows should improve air flow, which will reduce virus transmission.

The assurances for Construction and Capital Expenditures have been check and sent to ESSER. USD 316 has submitted a formal request to the Historical Society for a letter of approval for the project. USD 316 is and will have the environmental study completed and a letter sent prior to beginning the project.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$28,968 |
| Budgeted Expenditures in SFY 2024 | \$0      |
| Total Expenditures                | \$28,968 |

| <u>Status</u>     |  |
|-------------------|--|
| Task Force Review |  |

#### Line Item Comment from KSDE

Approved at the October 2022 State Board Meeting (amount changed by \$32)

| Direct Allocation   | NO - this item is not marked for                                    | Learning Loss Set Aside Expenditure  |
|---|---|--|
| Account Name  | Account Number  |  |
| ESSER III   | 83.1000.733   |  |
| Function Code   | Object Code   | Allowable Use  |
| 1000 - Instruction  | 733 - Furniture and Fixtures  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |
| <b>Please describe the expenditures withi</b><br>USD 316 needs to purchase 60 desks for<br>distance per CDC guidelines  | -   | address a COVID-19 need<br>tables in classrooms. This will allow students to                                 |
| USD 316 needs to purchase 60 desks for  | -   |  |
| USD 316 needs to purchase 60 desks for<br>distance per CDC guidelines<br>Budgeted Expenditures in SFY 2021  | the middle/high school to replace t<br>\$0                          |  |
| USD 316 needs to purchase 60 desks for distance per CDC guidelines  | the middle/high school to replace t                                 |  |
| USD 316 needs to purchase 60 desks for<br>distance per CDC guidelines<br>Budgeted Expenditures in SFY 2021  | the middle/high school to replace t<br>\$0                          |  |
| USD 316 needs to purchase 60 desks for<br>distance per CDC guidelines<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | the middle/high school to replace t<br>\$0<br>\$0                   |  |
| USD 316 needs to purchase 60 desks for<br>distance per CDC guidelines<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | the middle/high school to replace t<br>\$0<br>\$0<br>\$9,410        | tables in classrooms. This will allow students to  |
| USD 316 needs to purchase 60 desks for<br>distance per CDC guidelines<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | the middle/high school to replace t<br>\$0<br>\$0<br>\$9,410<br>\$0 | tables in classrooms. This will allow students to  |

| Allocation Type<br>Direct Allocation | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn | • •  |
|--------------------------------------|---|--|
| Account Name                         | <u>Account Number</u><br>83.1000.650  |  |
| Function Code                        | Object Code   | Allowable Use  |
| 2000 - Support Services              | 650 - Supplies-Technology Related   | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students. |

Smart boards from Promethean will be installed in all middle/high school classrooms. These will improve student engagement and allow full implementation of online components in current and future curriculum. The smart boards will allow teachers to fully implement the curriculum utilizing all of the online components of the program. By presenting materials on the smart board, teachers will be able to present to students in a way that meets the visual learning styles of many students. These boards will allow teachers to meet the individual learning needs of more students in the regular classroom. Utilization of this technology will assist in remediation of learning loss for all students, but, specifically, for our most vulnerable populations because many of these students require material be presented in more than one way to learn the material.

| Budgeted Expenditures in SFY 2021            | \$0              |                   |
|--|------------------|-------------------|
| Budgeted Expenditures in SFY 2022            | \$0              |                   |
| Budgeted Expenditures in SFY 2023            | \$21,695         |                   |
| Budgeted Expenditures in SFY 2024            | \$0              | <u>Status</u>     |
| –<br>Total Expenditures                      | \$21,695         | Task Force Review |
| Line Item Comment from KSDE                  |                  |                   |
| Change Request: Previously approved for a to | otal of \$25,000 |                   |

| Allocation Type<br>Direct Allocation | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
|--------------------------------------|---|--|
| <u>Account Name</u><br>ESSER III     | <u>Account Number</u><br>83.1000.733  |  |
| Function Code                        | Object Code   | Allowable Use  |
| 1000 - Instruction                   | 733 - Furniture and Fixtures  | 15 - Developing strategies and<br>implementing public health protocols<br>for the reopening and operation of |

Fifteen new chairs will be purchased for the computer lab that are made of an easily cleaned and disinfected material. The current chairs are fabric task chairs that can not be easily wiped down. To disinfect the current chairs the only option is a disinfectant spray that can take time to dry. This does not make it feasible to disinfect the chairs between each class period. The new chairs will be a vinyl task chair that can easily be wiped down with a disinfectant wipe between class periods. This will reduce the risk of virus transmission.

| Budgeted Expenditures in SFY 2021          | \$0                       |                   |
|--|---------------------------|-------------------|
| Budgeted Expenditures in SFY 2022          | \$0                       |                   |
| Budgeted Expenditures in SFY 2023          | \$2,559                   |                   |
| Budgeted Expenditures in SFY 2024          | \$0                       | <u>Status</u>     |
| Total Expenditures                         | \$2,559                   | Task Force Review |
| Line Item Comment from KSDE                |                           |                   |
| Approved at the October 2022 State Board N | Meeting (amount changed k | by \$41)          |

| Allocation Type                    | <u>Is this Item for the 20% Mir</u> | imuim Learning Loss Set Aside Expenditure  |  |
|------------------------------------|-------------------------------------|--|--|
| Direct Allocation                  | NO - this item is not marked        | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
| Account Name                       | Account Number                      |  |  |
| ESSER III                          | 83.2134.113                         |  |  |
| Function Code                      | Object Code                         | Allowable Use  |  |
| 2134 - Nursing Services            | 113 - Part-Time Certified Sala      | ries 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  |  |
| Please describe the expenditures v | vithin the account and how they w   | ill address a COVID-19 need  |  |
| ensure all know and understand sym | ptoms of covid-19 and help and mal  | urse will work with staff, students, and families to<br>te sure all proper guidelines are followed The<br>vill help to monitor and maintain healthy school |  |
| Budgeted Expenditures in SFY 202   | <b>1</b> \$0                        |  |  |
| Budgeted Expenditures in SFY 202   | <b>2</b> \$0                        |  |  |
| Budgeted Expenditures in SFY 202   | <b>3</b> \$23,344                   |  |  |

<u>Status</u>

Task Force Review

\$17,000

\$40,344

**Budgeted Expenditures in SFY 2024** 

Change Request: Previously approved for a total of \$48,031

Line Item Comment from KSDE

**Total Expenditures** 

| Allocation Type         | Is this Item for the 20% Minimuim      | Learning Loss Set Aside Expenditure   |
|-------------------------|--|---|
| Direct Allocation       | YES - this item is marked for Learning | Loss Set Aside Expenditure  |
| Account Name            | Account Number                         |   |
| ESSER III               | 83.2000.113                            |   |
| Function Code           | Object Code                            | Allowable Use   |
| 2000 - Support Services | 113 - Part-Time Certified Salaries     | 1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965. |

These funds will be used to increase the music program by providing additional music-based intervention to small groups. The music-based interventions will be an additional two hours per week on top of the current whole-group music classes offered at our elementary school. Since the Covid-19 pandemic, we have seen an increase in students who are demonstrating symptoms consistent with anxiety and depression. These symptoms have contributed to learning-loss in our most vulnerable populations, especially our students with emotional and learning needs. The disruption in learning that these students experienced combined with their specific learning and emotional needs, has made the transition back to in-person learning quite difficult. Since the brain processes music in both hemispheres, music is proven to stimulate cognitive functioning. These added small-group, music-based interventions will encourage students in self-expression and communication. This will assist them in managing stressful situations and help them tolerate change, as well as, serve to reduce the anxiety they are experiencing after returning to in-person learning. These interventions will allow the students to continue to make strides to overcome the learning loss they have experience due to the covid-19 pandemic. Additionally, music education provides a well rounded educational experience as authorized by ESEA while continuing to support the needs of our diverse student groups.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$0     |
| Budgeted Expenditures in SFY 2023 | \$0     |
| Budgeted Expenditures in SFY 2024 | \$4,850 |
| Total Expenditures                | \$4,850 |

| <u>Status</u>     |  |
|-------------------|--|
| Task Force Review |  |

#### Line Item Comment from KSDE

Approved at the October 2022 State Board Meeting.

| Allocation Type    | Is this Item for the 20% Min    | imuim Learning Loss Set Aside Expenditure   |  |
|--------------------|---------------------------------|---|--|
| Direct Allocation  | YES - this item is marked for I | YES - this item is marked for Learning Loss Set Aside Expenditure                     |  |
| Account Name       | Account Number                  |   |  |
| ESSER III          | 83.1000.644                     |   |  |
| Function Code      | Object Code                     | Allowable Use   |  |
| 1000 - Instruction | 644 - Textbooks                 | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |

These funds will be used to extend the current Go Math curriculum K-5 at the end of the 2022-2023 school year. Local and State Assessments indicate that the learning loss from the COVID-19 pandemic in the area of math has been significant for all students, but specifically for our ESOL, migrant, and special education students. Go Math is an approved evidence based program and will help remediate and increase learning in the area of math. Through this extension of GoMath, our staff will be able to maintain consistency of curriculum for these students who have experienced so many uncertainties throughout the pandemic. GoMath resources include specific English Language Learner guides to assist in specific remediation and growth for our ESOL students.

| Budgeted Expenditures in SFY 2021              | \$0           |                   |
|--|---------------|-------------------|
| Budgeted Expenditures in SFY 2022              | \$0           |                   |
| Budgeted Expenditures in SFY 2023              | \$5,738       |                   |
| Budgeted Expenditures in SFY 2024              | \$0           | <u>Status</u>     |
| Total Expenditures                             | \$5,738       | Task Force Review |
| Line Item Comment from KSDE                    |               |                   |
| Change Request: Previously approved for a tota | al of \$6,619 |                   |

| Allocation Type    | <u>Is this Item for the 20% Mir</u> | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |  |  |
|--------------------|-------------------------------------|---|--|--|--|
| Direct Allocation  | NO - this item is not marked        | NO - this item is not marked for Learning Loss Set Aside Expenditure                  |  |  |  |
| Account Name       | Account Number                      | Account Number  |  |  |  |
| ESSER III          | 83.1000.644                         | 83.1000.644   |  |  |  |
| Function Code      | Object Code                         | Object Code Allowable Use   |  |  |  |
| 1000 - Instruction | 644 - Textbooks                     | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |  |

\*Previously approved as line item 316-3-0015 previous amount fo \$82,044

These funds will be used to purchase new elementary science, elementary social studies, middle school science, and 7th grade Kansas history curriculums, as well as any other curriculum needs to present themselves during this time. All of the listed curriculum updates will focus on addressing the learning loss caused by the COVID-19 pandemic. State assessment data, FastBridge data, classroom performance data, and overall student needs (IEP, ILPs, 504s) will be considered when adopting curriculum. The needs of the vulnerable populations within our district will be of top priority when selecting, adopting, and implementing these curriculums.

| Change Request: Previously approved for a t | total of \$82,044 |                   |
|---|-------------------|-------------------|
| Line Item Comment from KSDE                 |                   |                   |
| Total Expenditures                          | \$48,783          | Task Force Review |
| Budgeted Expenditures in SFY 2024           | \$37,358          | <u>Status</u>     |
| Budgeted Expenditures in SFY 2023           | \$11,425          |                   |
| Budgeted Expenditures in SFY 2022           | \$0               |                   |
| Budgeted Expenditures in SFY 2021           | \$0               |                   |

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>     | Address  | Mail Address                           |
|---------------------|--|--|
| Southern Cloud      | 619 Tootle Avenue, Miltonvale, KS<br>674660334 | P.O. Box 334, Miltonvale, KS 674660334 |
| Superintendent Name | Superintendent E-mail Address                  | Superintendent Phone Number            |
| Roger Perkins       | rperkins334@usd334.org                         | (785) 427-3334                         |

### Authorized Representative of the District Information

| <u>Name</u> | Position of Title  | E-mail Address        | Phone Number   |
|-------------|--------------------|-----------------------|----------------|
| Jessie Tate | District Secretary | jhoward334@usd334.org | (785) 427-3365 |

# Plan for Safe Return

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

http://www.usd334.org/miltonvale/USD%20334%20Safe%20Return%202021.pdf

# Use of Funds for CDC Guidance

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

USD 334 plans on using the funds on curriculum, cleaning supplies, salaries, and summer school. We hope to keep our school safe and open during these hard times. USD 334 plans to use the Direct District Allocation to upgrade our technology, in order to have 1-1 computers/chrome books for each student and staff member. Internet service also needed upgraded in order to support the additional technology. We plan to upgrade and update curriculum with an emphasis on virtual learning support and enhancements. We plan to provide additional support for staff, going above and beyond teaching both in person and virtually, when needed. We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff. We will be continuing to monitor and test students for learning loss and implementing new strategies in order to fill those gaps. There are many areas of need that have arisen out of the Covid 19 pandemic that we were never able to address before because of our financial situation. With the Direct District Allocation, we will be able to update and upgrade our district in many ways.

### Stakeholder Engagement

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

#### Students

The principals of schools met with students of both the middle school and the high school student councils to discuss the proposed ESSER III plan and to receive their feedback. There were also students who participated in the online community surveys, which were open to any student who wanted to respond. These surveys were set up in a classroom and everyone participated. The following was asked for most from our students: Providing additional technology for 1 to 1 student use, Additional instructional materials and resources and offering additional extra-curricular activities. Our ESSER III plan has taken into consideration all of these items and provided for them.

#### Families

We made a survey and at parent teacher conferences I had chrome books set up at every building and had anyone who came in do it. I also put it on our school website, Facebook, and in the both local news papers. We had 56 parents participate. We are a small school and a lot of the families in the community take their kids else where. With the answers from the survey the parents would like to see the money go to more technology so everyone can have a chrome book, additional instructional materials and resources, and expanded social and emotional learning and mental health services. Our ESSER III plan has taken into consideration all of these items and provided for them.

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

All administrators (2) had a hand in developing the ESSER III plan, thus there was approval of the plan. The district also collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. They've taken an active role in the process. The two building administrators have contributed their thoughts and ideas as well as expressing the needs of the teachers and students as we expand these funds including consideration for our special population groups. The administration felt the following should have a focus in our ESSER III plan: Provide 1 to 1 Chromebook for students for potential remote learning. Summer school at all levels, Social Emotional support for all levels healthy physical environment supports: PPE / Cleaning supplies / Air purifiers. These have all been taken into consideration and are part of our ESSER III plan.

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

The school district worked directly with our teachers in ESSER specific staff meetings. We also provided an email with the survey link attached and had everyone do it. It was also on the website, Facebook, and in the both local news papers it addressed funding needs, look at subgroups, and ensure ESSER funds were meeting the needs of students, community, and staff. There were a variety of opinions. Some ideas of how to expand the money included but were not limited to: Provide additional intervention curriculum. Provide 1 to 1 Chromebook for students for potential remote learning. Provide air purifiers in all classroom spaces to improve air quality and reduce transmission. Educational field trips and extended learning opportunities. More staff to separate classrooms. These have all been taken into consideration and are part of our ESSER III plan. I sent an email with the survey link to the teachers union. There input was stated above. We had 23 teachers total take the Survey. Which is all the teachers we have.

the survey link is

https://docs.google.com/forms/d/e/1FAIpQLSerWC\_3y5mMrYkXOPPtn7WcL7caNUyPnGqE1NWkyL4E9UnVbQ/viewform? usp=sf\_link

#### Tribes

The district is unaware of any Tribal residents in the community, and we do not have any students who identify as Native American in our school information system.

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

Although we reached out to this organization, we did not get a response. To help restore some of the progress lost from remote learning, RCIL advocates for and supports efforts to enhance education services for youth with disabilities. Ideas such as: Additional summer and after school programs. Additional supports in the classroom. Increases in behavioral supports. School health officers. Assistive technology. Para-educators to give students with disabilities their best opportunity to achieve success. USD plans to incorporate several of the interventions to assist students with disabilities including summer school programs, and additional instructional materials and resources. These have all been taken into consideration and are part of our ESSER III plan. I attempted to reach out to Mr. Lane Williams. No contact was actually made.

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

We invited teachers and parents of these students to meetings and to complete the survey. We also spoke in person to our Foster Families who supported the below interventions. Through these communications these representatives felt the following would be beneficial for students: Summer Programs. Providing additional technology for 1 to 1 student use, Additional instructional materials and resources and offering additional extra-curricular activities. We currently do not have students who are migratory, incarcerated or experiencing homelessness. However, all other groups had respondents and their voices are represented in our ESSER III plan. We have children with disabilities and 2 in foster care. When speaking with the parents of the foster care students they expressed they think that smaller classrooms would be best for their children and had interest in our summer programs. Our children with disabilities comes in different forms. We have several of these students who require full time attention. Getting more technology to be able to do 1:1 work is ideal. They also expressed how much summer school ment to them. We talked with all parents to children with disabilities during 1:1 meetings and they expressed how important providing additional technology for 1 to 1 student use is to them.

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

To further get input from stakeholders, one community survey was conducted and posted on the district website to encourage community input. There were adds placed in both town newspapers with the link and school website to encourage everyone in the community to fill out the survey. There were 160 responses to the survey. The breakdown included 57 parents, 39 district staff, 2 parents with foster children, 2 parents with children with disabilities, and 60 student responses. The most requested items of the survey revealed that: After school tutoring programs. Additional personnel (social-emotional & instructional). Additional instructional materials and resources. Educational field trips. Providing additional technology for 1 to 1 student use. These have all been taken into consideration and are part of our ESSER III plan.

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

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

USD 334 Southern Cloud was impacted by Covid in many various ways. Our district has a very low economic population. Therefore, having children at home and having to navigate remote learning created hardships on parents. They were trying to balance life, work and, also, stepping up to be teachers for school at home. This in turn contributed to added stress both financially and emotionally on the families. Our district is very small, made up of Miltonvale with 79 students and Glasco with 76 students PreK-12. With our small size, everyone thrives on being together, so everyone's emotional state did suffer. We did have to furnish internet for families who could not afford it. We had to upgrade our technology in order to have 1-1 computers/chrome books for remote learning. We have been doing testing to monitor learning loss, there are gaps we are trying to catch up and fill with updated curriculum with virtual learning support and enhancements.

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

USD 344 plan to use the reserves by upgrading and updating curriculum with an emphasis on virtual learning support and enhancements. We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff.

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

USD 344 plan to use the reserves by upgrading and updating curriculum with an emphasis on virtual learning support and enhancements. We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff. We plan to use the money to provide technology for classrooms so more students can have 1:1 interaction.

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

USD 334 plans to use the Direct District Allocation to upgrade our technology, in order to have 1-1 computers/chrome books for each student and staff member. Internet service also needed upgraded in order to support the additional technology. We plan to upgrade and update curriculum with an emphasis on virtual learning support and enhancements. We plan to provide additional support for staff, going above and beyond teaching both in person and virtually, when needed. We plan to continue to provide safety equipment, masks, gloves, hand sanitizers, and cleaning items, in order to maintain a healthy environment for both students and staff. We will be continuing to monitor and test students for learning loss and implementing new strategies in order to fill those gaps. For additional social-emotional support, we have added another full-time counselor. There are many areas of need that have arisen out of the Covid 19 pandemic that we were never able to address before because of our financial situation. With the Direct District Allocation, we will be able to update and upgrade our district in many ways.

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$381,272                | \$0                | \$381,272               | ESSER III Allocations | \$76,255    |
| Approved Total        | \$341,272                | \$0                | \$341,272               | Approved Total        | \$76,255    |
| Amount Left           | \$40,000                 | \$0                | \$40,000                | Amount Still Needed   | \$0         |
| In Review Total       | \$40,000                 | \$0                | \$40,000                | In Review Total       | \$0         |
| Amount Left           | \$0                      | \$0                | \$0                     | Amount Still Needed   | \$0         |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 334-3-0026 | Direct             | False            | 1000             | 321            | 12               | \$40,000           | Task Force Review |
| 334-3-0001 | Direct             | False            | 1000             | 321            | 12               | \$8,554            | Approved          |
| 334-3-0002 | Direct             | False            | 1000             | 321            | 12               | \$16,371           | Approved          |
| 334-3-0003 | Direct             | True             | 1000             | 321            | 12               | \$7,706            | Approved          |
| 334-3-0004 | Direct             | True             | 1000             | 321            | 12               | \$1,700            | Approved          |
| 334-3-0005 | Direct             | False            | 1000             | 619            | 7                | \$239              | Approved          |
| 334-3-0006 | Direct             | True             | 1000             | 949            | 11A              | \$28,806           | Approved          |
| 334-3-0008 | Direct             | False            | 2120             | 321            | 4                | \$1,380            | Approved          |
| 334-3-0009 | Direct             | False            | 2212             | 321            | 9                | \$84,372           | Approved          |
| 334-3-0010 | Direct             | False            | 1000             | 539            | 9                | \$36,646           | Approved          |
| 334-3-0011 | Direct             | False            | 1000             | 618            | 7                | \$12,229           | Approved          |
| 334-3-0012 | Direct             | False            | 1000             | 322            | 9                | \$998              | Approved          |
| 334-3-0013 | Direct             | False            | 1000             | 644            | 12               | \$4,408            | Approved          |
| 334-3-0014 | Direct             | False            | 2700             | 510            | 2                | \$9,671            | Approved          |
| 334-3-0015 | Direct             | True             | 2212             | 321            | 12               | \$10,655           | Approved          |
| 334-3-0016 | Direct             | True             | 1000             | 735            | 12               | \$5,400            | Approved          |
| 334-3-0017 | Direct             | False            | 2312             | 120            | 2                | \$6,156            | Approved          |
| 334-3-0019 | Direct             | True             | 2514             | 110            | 3                | \$11,908           | Approved          |
| 334-3-0020 | Direct             | False            | 2000             | 120            | 6                | \$23,275           | Approved          |
| 334-3-0021 | Direct             | False            | 2000             | 213            | 1A               | \$18,040           | Approved          |
| 334-3-0023 | Direct             | True             | 1000             | 322            | 12               | \$10,080           | Approved          |
| 334-3-0024 | Direct             | False            | 1000             | 321            | 12               | \$7,500            | Approved          |
| 334-3-0025 | Direct             | False            | 2000             | 420            | 7                | \$35,178           | Approved          |

# Line Item Details

Line Item ID: 334-3-0026

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |  |  |  |
|---|---|--|--|--|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |  |
| Account Name  | Account Number  |  |  |  |
| Care Funds  | 18100   |  |  |  |
| Function Code   | Object Code   | Allowable Use  |  |  |
| 1000 - Instruction  | 321 - Instructional Programs12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |  |  |  |
| Please describe the expenditures with   | in the second and have they will ad   |  |  |  |
| •   |   | d due to COVID. Houghton Mifflin and SAXOI<br>ccess the program during a remote or hybrid  |  |  |
| 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 <b>Status</b>   |  |  |  |
| Budgeted Expenditures in SIT 2024   |   |  |  |  |
| <b>-</b> .  | \$40,000  | Task Force Review  |  |  |
| Total Expenditures Line Item Comment from KSDE New Line Item  |   |  |  |  |
| Total Expenditures Line Item Comment from KSDE New Line Item ne Item ID: 334-3-0001   | \$40,000  | Task Force Review  |  |  |
| Total Expenditures Line Item Comment from KSDE New Line Item ne Item ID: 334-3-0001 Allocation Type   | \$40,000<br>Is this Item for the 20% Minimuin   | Task Force Review  |  |  |
| Total Expenditures Line Item Comment from KSDE New Line Item ne Item ID: 334-3-0001 Allocation Type Direct Allocation   | \$40,000<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Le  | Task Force Review  |  |  |
| Total Expenditures Line Item Comment from KSDE New Line Item ne Item ID: 334-3-0001 Allocation Type Direct Allocation Account Name  | \$40,000<br>Is this Item for the 20% Minimule<br>NO - this item is not marked for Le<br>Account Number  | Task Force Review  |  |  |
| Total Expenditures Line Item Comment from KSDE New Line Item ne Item ID: 334-3-0001 Allocation Type Direct Allocation Account Name  | \$40,000<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Le  | Task Force Review  |  |  |
| Total Expenditures Line Item Comment from KSDE New Line Item ne Item ID: 334-3-0001 Allocation Type Direct Allocation Account Name CARE FUNDS   | \$40,000<br>Is this Item for the 20% Minimule<br>NO - this item is not marked for Le<br>Account Number  | Task Force Review  |  |  |
| Total Expenditures Line Item Comment from KSDE New Line Item ne Item ID: 334-3-0001 Allocation Type Direct Allocation Account Name CARE FUNDS Function Code   | \$40,000<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Le<br>Account Number<br>18100   | Task Force Review  |  |  |
| Total Expenditures Line Item Comment from KSDE New Line Item ne Item ID: 334-3-0001 Allocation Type Direct Allocation Account Name CARE FUNDS Function Code 1000 - Instruction  | \$40,000<br>Is this Item for the 20% Minimula<br>NO - this item is not marked for Le<br>Account Number<br>18100<br>Object Code<br>321 - Instructional Programs<br>Improvement Services  | Task Force Review         m Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         12 - Addressing learning loss among students, including vulnerable populations.  |  |  |
| Total Expenditures Line Item Comment from KSDE New Line Item ne Item ID: 334-3-0001 Allocation Type Direct Allocation Account Name CARE FUNDS Function Code 1000 - Instruction Please describe the expenditures with We had to purchase new curriculum to p | \$40,000<br>Is this Item for the 20% Minimuli<br>NO - this item is not marked for Le<br>Account Number<br>18100<br>Object Code<br>321 - Instructional Programs<br>Improvement Services<br>in the account and how they will add<br>provide virtual learning if needed due to | Task Force Review         m Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         12 - Addressing learning loss among students, including vulnerable populations.         dress a COVID-19 need         o COVID. SAVVAS supply kits for grades K-8 |  |  |
| Total Expenditures Line Item Comment from KSDE New Line Item ne Item ID: 334-3-0001 Allocation Type Direct Allocation Account Name CARE FUNDS Function Code 1000 - Instruction Please describe the expenditures with  | \$40,000<br>Is this Item for the 20% Minimuli<br>NO - this item is not marked for Le<br>Account Number<br>18100<br>Object Code<br>321 - Instructional Programs<br>Improvement Services<br>in the account and how they will add<br>provide virtual learning if needed due to | Task Force Review         m Learning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         arning Loss Set Aside Expenditure         12 - Addressing learning loss among students, including vulnerable populations.         dress a COVID-19 need         o COVID. SAVVAS supply kits for grades K-8 |  |  |

| budgeted Experiatures in 511 2021 | 40,554  |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$0     |
| Budgeted Expenditures in SFY 2023 | \$0     |
| Budgeted Expenditures in SFY 2024 | \$0     |
| Total Expenditures                | \$8,554 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Direct Allocation                     | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |  |  |  |
|---------------------------------------|---|---|--|--|--|
| Account Name                          | Account Number  |   |  |  |  |
| CARE FUNDS                            | 18100   |   |  |  |  |
| Function Code                         | Object Code   | Allowable Use   |  |  |  |
| 1000 - Instruction                    | 321 - Instructional Programs<br>Improvement Services     12 - Addressing learning loss amor<br>students, including vulnerable<br>populations. |   |  |  |  |
| Please describe the expenditures with | in the account and how they will add  | dress a COVID-19 need   |  |  |  |
|                                       | 5   | o COVID. SAVVAS elevate elementary and<br>program during a remote or hybrid situation |  |  |  |
| Budgeted Expenditures in SFY 2021     | \$16,371  |   |  |  |  |
| Budgeted Expenditures in SFY 2022     | \$O   |   |  |  |  |
| Budgeted Expenditures in SFY 2023     | \$O   |   |  |  |  |
| Budgeted Expenditures in SFY 2024     | \$0   | <u>Status</u>   |  |  |  |
| Total Expenditures                    | \$16,371  | Approved  |  |  |  |
| ine Item ID: 334-3-0003               |   |   |  |  |  |
| Allocation Type                       | Is this Item for the 20% Minimuir   | n Learning Loss Set Aside Expenditure   |  |  |  |
| Direct Allocation                     | YES - this item is marked for Learning  | ng Loss Set Aside Expenditure   |  |  |  |
| Account Name                          | Account Number  |   |  |  |  |
| CARE FUNDS                            | 18100   |   |  |  |  |
| Function Code                         | Object Code   | Allowable Use   |  |  |  |
| 1000 - Instruction                    | 321 - Instructional Programs  | 12 - Addressing learning loss among   |  |  |  |

We had to purchase new curriculum to provide virtual learning if needed due to COVID. Amplify elementary and middle school language arts adding digital courseware to make it easier to access the program during a remote or hybrid situation. We chose to use this program because it targets the impact on our low income students that are having the most trouble with reading and writing. We have given tests through out the school years and noticed that most of the students that are struggling were really impacted when COVID first started and we had to go to remote learning and didn't have the correct ways of doing so. Many students did not learn to read and write during this hard time. We want to prevent that from continuing.

| Budgeted Expenditures in SFY 2021 | \$1,853 |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$1,853 |
| Budgeted Expenditures in SFY 2023 | \$2,000 |
| Budgeted Expenditures in SFY 2024 | \$2,000 |
| Total Expenditures                | \$7,706 |

| Status   |  |  |
|----------|--|--|
|          |  |  |
| Approved |  |  |

| Line Item ID: 334-3-0004 |   |   |
|--------------------------|---|---|
| Allocation Type          | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |
| Direct Allocation        | YES - this item is marked for Learni                                  | ng Loss Set Aside Expenditure   |
| Account Name             | Account Number  |   |
| CARE FUNDS               | 18100   |   |
| Function Code            | Object Code   | Allowable Use   |
| 1000 - Instruction       | 321 - Instructional Programs<br>Improvement Services                  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

We had to purchase new curriculum to provide virtual learning if needed due to COVID. SAVVAS elevate elementary and middle school science adding digital courseware to make it easier to access the program during a remote or hybrid situation. We chose to use this program because it targets the impact on our low income students that are having the most trouble with science. We have given tests through out the school years and noticed that most of the students that are struggling were really impacted when COVID first started and we had to go to remote learning and didn't have the correct ways of doing so. Many students did not learn the correct ways of science during this hard time. We want to prevent that from continuing.

| Budgeted Expenditures in SFY 2021 | \$425   |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$425   |               |
| Budgeted Expenditures in SFY 2023 | \$425   |               |
| Budgeted Expenditures in SFY 2024 | \$425   | <u>Status</u> |
| Total Expenditures                | \$1,700 | Approved      |

Line Item ID: 334-3-0005

| Allocation Type    | Is this Item for the 20% Minimuim      | Learning Loss Set Aside Expenditure                                      |
|--------------------|--|--|
| Direct Allocation  | NO - this item is not marked for Learn | ning Loss Set Aside Expenditure  |
| Account Name       | Account Number                         |  |
| CARE FUNDS         | 18100                                  |  |
| Function Code      | Object Code                            | Allowable Use  |
| 1000 - Instruction | 619 - Other Supplies and Materials     | 7 - Purchasing supplies to sanitize and clean LEA and school facilities. |

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

This was used to buy adult face masks and child face masks to help prevent the spread of COVID.

| Budgeted Expenditures in SFY 2021 | \$239 |               |
|-----------------------------------|-------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0   |               |
| Budgeted Expenditures in SFY 2023 | \$0   |               |
| Budgeted Expenditures in SFY 2024 | \$0   | <u>Status</u> |
| Total Expenditures                | \$239 | Approved      |

| Allocation Type    | Is this Item for the 20% Minin                                    | nuim Learning Loss Set Aside Expenditure                                      |
|--------------------|---|---|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure |   |
| Account Name       | Account Number  |   |
| CARE FUNDS         | 18100   |   |
| Function Code      | Object Code   | Allowable Use   |
| 1000 - Instruction | 949 - Summer School   | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

We had 4 teachers total. The length of the program was (4) 4 day weeks in June. With 24 students in total. We did one month to help with the learning loss due to COVID. 2,500 per teacher for the month if we only have 4 teachers. WE seem to have more students that need help this year from last year so we might need to have an extra teacher. If that is the case the break down will be (6) 1,667 for each teacher.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$8,806  |               |
| Budgeted Expenditures in SFY 2023 | \$10,000 |               |
| Budgeted Expenditures in SFY 2024 | \$10,000 | <u>Status</u> |
| –<br>Fotal Expenditures           | \$28,806 | Approved      |

Line Item ID: 334-3-0008

| Allocation Type<br>Direct Allocation | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
|--------------------------------------|---|--|
| <u>Account Name</u><br>CARE FUNDS    | <u>Account Number</u><br>18100  |  |
| Function Code                        | Object Code   | Allowable Use  |
| 2120 - Guidance Services             | 321 - Instructional Programs<br>Improvement Services  | 4 - Activities to address the unique<br>needs of low-income children, children<br>with disabilities, English learners, racial<br>and ethnic minorities, students<br>experiencing homelessness, and foster<br>care youth, including outreach and<br>service delivery. |

A new curriculum for SEL (Social Emotional Learning) to help with the added student depression, anxiety, stress, and social withdrawal caused from COVID. The curriculum is called Friendzy. We chose to use this program because it targets the impact on our low income students that are having the most trouble with social and emotional problems that effect the rest of there learning. It helps teach the students to learn how to cope with the anxiety and depression of the effects of COVID and helps them return to school. This is a cheaper curriculum then Second step. We wanted to try it out because of the price. We also had another grant help pay for half of it in 2021.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$1,380 |               |
| Budgeted Expenditures in SFY 2023 | \$0     |               |
| Budgeted Expenditures in SFY 2024 | \$0     | <u>Status</u> |
| <br>Total Expenditures            | \$1,380 | Approved      |

Line Item ID: 334-3-0009

| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure                   |  |  |
|---|--|--|--|
|   |  |  |  |
| Account Name  | Account Number   |  |  |
| CARE FUNDS  | 18100  |  |  |
| Function Code   | Object Code  | Allowable Use  |  |
| 2212 - Instruction and Curriculum<br>Development Services | 321 - Instructional Programs<br>Improvement Services                                   | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students. |  |
| Please describe the expenditures with                     | in the account and how they will addr  | ess a COVID-19 need  |  |
|   | rovide virtual learning if needed due to (<br>nelp in adding digital courseware to mak | e it easier to access the program during a   |  |
| Budgeted Expenditures in SFY 2021                         | \$0  |  |  |
| Budgeted Expenditures in SFY 2022                         | \$84,372   |  |  |
| Budgeted Expenditures in SFY 2023                         | \$0  |  |  |
| Budgeted Expenditures in SFY 2024                         | \$0  | <u>Status</u>  |  |
| otal Expenditures   | \$84,372   | Approved   |  |
| ne Item ID: 334-3-0010                                    |  |  |  |
| Allocation Type   | Is this Item for the 20% Minimuim  | Learning Loss Set Aside Expenditure  |  |
|   | NO - this item is not marked for Learning Loss Set Aside Expenditure                   |  |  |
| Direct Allocation   |  |  |  |
|   | Account Number   |  |  |
| Direct Allocation<br>Account Name<br>CARE FUNDS           | <u>Account Number</u><br>18100   |  |  |
| Account Name  |  | Allowable Use  |  |

The school district had to provide home internet for some students that couldn't afford internet themselves, so the students could do virtual learning. We paid the monthly subscription for these families. When class got back in session some teachers had to teach hybrid for the students that did not feel safe to return, therefor we had to upgrade our speed of internet to provide the zoom lessons for these families. We had to update our website to provide zoom for all staff/ families due to COVID. This was used for P/T conferences and staff meetings that could not be in person. We pay monthly for a zoom license.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$36,646 |
| Budgeted Expenditures in SFY 2023 | \$O      |
| Budgeted Expenditures in SFY 2024 | \$0      |
| Total Expenditures                | \$36,646 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure<br>Account Number   |   |
|---|---|---|
| Direct Allocation   |   |   |
| Account Name  |   |   |
| CARE FUNDS  | 18100   |   |
| Function Code   | Object Code   | Allowable Use   |
| 1000 - Instruction  | 618 - Cleaning Supplies and Chemicals   | 7 - Purchasing supplies to sanitize and clean LEA and school facilities.  |
| Please describe the expenditures withi  | n the account and how they will address   | a COVID-19 need   |
| This was used to purchase hand sanitizer  | and cleaning supplies to help stop the spre   | ead of COVID.   |
| Budgeted Expenditures in SFY 2021   | \$0   |   |
| Budgeted Expenditures in SFY 2022   | \$12,229  |   |
| Budgeted Expenditures in SFY 2023   | \$0   |   |
|   |   |   |
| Budgeted Expenditures in SFY 2024   | \$O   | <u>Status</u>   |
| Total Expenditures ne Item ID: 334-3-0012 Allocation Type   | \$0<br>\$12,229<br>Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning   | •   |
| Total Expenditures ne Item ID: 334-3-0012 Allocation Type Direct Allocation Account Name  | \$12,229<br>Is this Item for the 20% Minimuim Lea   | Approved  |
| Total Expenditures ne Item ID: 334-3-0012 Allocation Type Direct Allocation Account Name CARE FUNDS   | \$12,229<br>Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning<br>Account Number<br>18100   | Approved  |
| Total Expenditures ne Item ID: 334-3-0012 Allocation Type Direct Allocation Account Name CARE FUNDS   | \$12,229<br>Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning<br>Account Number  | Approved<br>arning Loss Set Aside Expenditure<br>g Loss Set Aside Expenditure<br>Allowable Use  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 334-3-0012<br>Allocation Type<br>Direct Allocation<br>Account Name<br>CARE FUNDS<br>Function Code<br>1000 - Instruction   | \$12,229<br>Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning<br>Account Number<br>18100<br>Object Code  | Approved<br>arning Loss Set Aside Expenditure<br>g Loss Set Aside Expenditure   |
| Total Expenditures ne Item ID: 334-3-0012 Allocation Type Direct Allocation Account Name CARE FUNDS Function Code 1000 - Instruction  | \$12,229<br>Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning<br>Account Number<br>18100<br>Object Code  | Approved  Approved  Approved  Anning Loss Set Aside Expenditure g Loss Set Aside Expenditure  Allowable Use  9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.                     |
| Total Expenditures ne Item ID: 334-3-0012 Allocation Type Direct Allocation Account Name CARE FUNDS Function Code 1000 - Instruction Please describe the expenditures withi We had to purchase new curriculum to p  | \$12,229<br>Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning<br>Account Number<br>18100<br>Object Code<br>322 - Instructional Services  | Approved Approved Approved Approved Anning Loss Set Aside Expenditure g Loss Set Aside Expenditure Allowable Use 9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students. a COVID-19 need |
| Total Expenditures Total Expenditures Ine Item ID: 334-3-0012 Allocation Type Direct Allocation Account Name CARE FUNDS Function Code 1000 - Instruction Please describe the expenditures withi We had to purchase new curriculum to p Office to enhance the use for all the chro   | \$12,229<br>Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning<br>Account Number<br>18100<br>Object Code<br>322 - Instructional Services<br>n the account and how they will address<br>rovide virtual learning if needed due to COV   | Approved Approved Approved Approved Anning Loss Set Aside Expenditure g Loss Set Aside Expenditure Allowable Use 9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students. a COVID-19 need |
| Total Expenditures Total Expenditures Ine Item ID: 334-3-0012 Allocation Type Direct Allocation Account Name CARE FUNDS Function Code 1000 - Instruction Please describe the expenditures withi We had to purchase new curriculum to p Office to enhance the use for all the chro Budgeted Expenditures in SFY 2021                                   | \$12,229<br>Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning<br>Account Number<br>18100<br>Object Code<br>322 - Instructional Services<br>n the account and how they will address<br>rovide virtual learning if needed due to COV<br>me books for students to use 1:1 in class.                 | Approved Approved Approved Approved Anning Loss Set Aside Expenditure g Loss Set Aside Expenditure Allowable Use 9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students. a COVID-19 need |
| Total Expenditures Total Expenditures ne Item ID: 334-3-0012 Allocation Type Direct Allocation Account Name CARE FUNDS Function Code 1000 - Instruction Please describe the expenditures withi We had to purchase new curriculum to p   | \$12,229<br>Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning<br>Account Number<br>18100<br>Object Code<br>322 - Instructional Services<br>In the account and how they will address<br>rovide virtual learning if needed due to COV<br>me books for students to use 1:1 in class.<br>\$0         | Approved Approved Approved Approved Anning Loss Set Aside Expenditure g Loss Set Aside Expenditure Allowable Use 9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students. a COVID-19 need |
| Total Expenditures Total Expenditures Ine Item ID: 334-3-0012 Allocation Type Direct Allocation Account Name CARE FUNDS Function Code 1000 - Instruction Please describe the expenditures withi We had to purchase new curriculum to p Office to enhance the use for all the chro Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$12,229<br>Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning<br>Account Number<br>18100<br>Object Code<br>322 - Instructional Services<br>n the account and how they will address<br>rovide virtual learning if needed due to COV<br>me books for students to use 1:1 in class.<br>\$0<br>\$998 | Approved Approved Approved Approved Anning Loss Set Aside Expenditure g Loss Set Aside Expenditure Allowable Use 9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students. a COVID-19 need |

| Direct Allocation  | NO - this item is not marked | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
|--------------------|------------------------------|--|--|
| Account Name       | Account Number               |  |  |
| CARE FUNDS         | 18100                        |  |  |
| Function Code      | Object Code                  | Allowable Use  |  |
| 1000 - Instruction | 644 - Textbooks              | 12 - Addressing learning loss among                                  |  |
|                    |                              | students, including vulnerable<br>populations.                       |  |

We had to purchase new curriculum to provide virtual learning if needed due to COVID. Microsoft Text books for business classes. Additional resources will be purchased to address learning loss. This is targeted at students that are at risk for not graduating because of the learning loss due to the pandemic.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$1,408 |
| Budgeted Expenditures in SFY 2023 | \$1,500 |
| Budgeted Expenditures in SFY 2024 | \$1,500 |
| Total Expenditures                | \$4,408 |

# <u>Status</u>

Approved

#### Line Item ID: 334-3-0014

| Allocation Type                        | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|--|---|--|--|
| Direct Allocation                      | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name                           | Account Number  |  |  |
| CARE FUNDS                             | 18100   |  |  |
| Function Code                          | Object Code   | Allowable Use  |  |
| 2700 - Student Transportation Services | 510 - Student Transportation Services                                 | 2 - Coordination of COVID-19<br>preparedness and response efforts. |  |

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

to stop the spread of COVID-19 we had to separate the students at safe distance on the bus or in school vehicles. Doing so means more routes and more vehicles driving less students at a time. This resulted in having to pay for longer time the drivers were out and more wear and tear on vehicles. Since most of our students live in the country it took longer to get every one where they need to be so we had to add drivers.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$9,671 |
| Budgeted Expenditures in SFY 2023 | \$0     |
| Budgeted Expenditures in SFY 2024 | \$0     |
| Total Expenditures                | \$9,671 |

<u>Status</u> Approved

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
|---|---|---|--|
| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure     |   |  |
| Account Name  | Account Number  |   |  |
| CARE FUNDS  | 18100   |   |  |
| Function Code   | Object Code   | Allowable Use   |  |
| 2212 - Instruction and Curriculum<br>Development Services | 321 - Instructional Programs<br>Improvement Services                  | 12 - Addressing learning loss among<br>students, including vulnerable |  |
|   |   | populations.  |  |

Educational Technology Software for grades K-8 used to target learning loss due to attendance issues associated with the Covid pandemic: DreamBox is K-8 math learning with supplemental curriculum that is more than just instructional support software. DreamBox Math is intelligently adaptive to ensure students, at every level, stay motivated and receive the right instruction at the right time, from day one. This software will directly impact our low-income students, who many are already behind grade level, and which has been compounded by Covid-19 and increased absence rates. The use of technology will allow teachers to individually target key areas of improvement per student. Budgeting this over multiple years will allow each grade level to continually work with these students to close the gap and get them back to grade level.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$3,935  |               |
| Budgeted Expenditures in SFY 2023 | \$3,360  |               |
| Budgeted Expenditures in SFY 2024 | \$3,360  | <u>Status</u> |
| <br>Total Expenditures            | \$10,655 | Approved      |
|                                   |          |               |
| Line Item ID: 334-3-0016          |          |               |

| Direct Allocation              | YES - this item is marked for Learning L   | oss Set Aside Expenditure   |
|--------------------------------|--|---|
| Account Name                   | Account Number   |   |
| care funds                     | 18100  |   |
| Function Code                  | Object Code  | Allowable Use   |
| 1000 - Instruction             | 735 - Technology -Related Software   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Please describe the expendit   | ures within the account and how they will addres   | s a COVID-19 need   |
| Covid pandemic: Xello ad on. T | are for grades 7-12 used to target learning loss due t<br>he listed educational technology software will direct<br>ue to Covid-19. The use of technology will allow teac<br>st with credit recovery, and plan for their post-secon | ly impact our low-income students who<br>hers to individually target key areas of     |

|                                   | ·       |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$1,800 |               |
| Budgeted Expenditures in SFY 2023 | \$1,800 |               |
| Budgeted Expenditures in SFY 2024 | \$1,800 | <u>Status</u> |
| Total Expenditures                | \$5,400 | Approved      |
|                                   |         |               |

Line Item ID: 334-3-0017

| Allocation Type                       | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |                                    |  |
|---------------------------------------|---|------------------------------------|--|
| Direct Allocation                     | NO - this item is not marked for Learning Loss Set Aside Expenditure  |                                    |  |
| Account Name                          | Account Number  |                                    |  |
| CARE FUNDS                            | 18100   |                                    |  |
| Function Code                         | Object Code   | Allowable Use                      |  |
| 2312 - Board Clerk/Deputy Clerk/Clerk | 120 - Regular Non-Certified Salaries                                  | 2 - Coordination of COVID-19       |  |
| Services                              |   | preparedness and response efforts. |  |

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

Clerk Salaries: We've had extra expense associated with extended learning. Duties outside of the regular day to complete due to COVID. Having to look for new teachers and substitute teachers to fill in for teachers that are home sick or other reasons due to COVID. WE have 1 board clerk.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$6,156 |
| Budgeted Expenditures in SFY 2023 | \$0     |
| Budgeted Expenditures in SFY 2024 | \$0     |
| Total Expenditures                | \$6,156 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type         | Is this Item for the 20% Minimuim     | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                                |  |
|-------------------------|---------------------------------------|--|--|
| Direct Allocation       | YES - this item is marked for Learnin | g Loss Set Aside Expenditure   |  |
| Account Name            | Account Number                        |  |  |
| CARE FUNDS              | 18100                                 |  |  |
| Function Code           | Object Code                           | Allowable Use  |  |
| 2514 - Payroll Services | 110 - Regular Certified Salaries      | 3 - Providing principals and other school leaders with resources to address individual school needs. |  |

Due to COVID loss of learning, it has been determined that our elementary and some secondary staff need to be trained (or retrained) in the science of reading. All K-6 teachers and our at-risk personnel at the 7-12 building will be trained in LETRS. This intense training will last a period of 2 years and will involve much work outside of the classroom. In addition to paying for the actual training, each teacher who completes the LETRS training will receive a \$1200 stipend. The research is clear that the teacher in the classroom is the #1 factor impacting student achievement. The rest of the money will be used to pay for the substitute teachers that we have to get fo the teacher while they are gone doing the training. we have 6 total teachers in the program.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$11,908 |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| –<br>Total Expenditures           | \$11,908 | Approved      |
|                                   |          |               |
| Line Item ID: 334-3-0020          |          |               |

| Allocation Type   | <u>Is this Item for the 20% Minimuim Le</u>   | earning Loss Set Aside Expenditure  |
|---|---|---|
| Direct Allocation   | NO - this item is not marked for Learning   | ng Loss Set Aside Expenditure   |
| Account Name  | Account Number  |   |
| CARE FUNDS  | 18100   |   |
| Function Code   | Object Code   | Allowable Use   |
| 2000 - Support Services   | 120 - Regular Non-Certified Salaries  | 6 - Training and professional<br>development for LEA staff on sanitation<br>and minimizing the spread of infectious<br>disease. |
| We implemented the test to stay proced calls to parents if someone is a close cor | ntact. Making sure no one has a fever. So m<br>have (4) secretaries. One in each building P | stress to all of our secretaries. Also, with al nany new responsibilities added to the  |
| Budgeted Expenditures in SFY 2021   | \$0   |   |
| Budgeted Expenditures in SFY 2022   | \$23,275  |   |
| Budensted Free verditeres in CEV 2022   | ¢0  |   |

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$23,275 |               |
| Budgeted Expenditures in SFY 2023 | \$0      |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| Total Expenditures                | \$23,275 | Approved      |

Line Item ID: 334-3-0021

| Allocation Type         | <u>Is this Item for the 20% Minimuim Le</u> | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                     |  |  |
|-------------------------|---|---|--|--|
| Direct Allocation       | NO - this item is not marked for Learning   | ng Loss Set Aside Expenditure   |  |  |
| Account Name            | Account Number                              |   |  |  |
| CARE FUNDS              | 18100                                       |   |  |  |
| Function Code           | Object Code                                 | Allowable Use   |  |  |
| 2000 - Support Services | 213 - Health and Accident Insurance         | 1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965. |  |  |

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

We Paid for all staff insurance if they wanted it to help them with any sickness due to COVID. This is the fringe benefits total on all staff. 42 staff members. It was paid to the staff members that chose to have help with the expense of getting COVID and having to go to the hospital or doctor because of it. Before we got the test kits we all had to travel and get tested in different towns. Some staff were hospitalized or had family members hospitalized.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$18,040 |
| Budgeted Expenditures in SFY 2023 | \$0      |
| Budgeted Expenditures in SFY 2024 | \$0      |
| Total Expenditures                | \$18,040 |

| <u>Status</u> |  |
|---------------|--|
|---------------|--|

| Allocation Type    | <u>Is this Item for the 20% Minimui</u> | m Learning Loss Set Aside Expenditure          |
|--------------------|---|--|
| Direct Allocation  | YES - this item is marked for Learn     | ing Loss Set Aside Expenditure                 |
| Account Name       | Account Number                          |  |
| CARE FUNDS         | 18100                                   |  |
| Function Code      | Object Code                             | Allowable Use                                  |
| 1000 - Instruction | 322 - Instructional Services            | 12 - Addressing learning loss among            |
|                    |   | students, including vulnerable<br>populations. |

Fast forward is a supplemental program to help with reading. The kids have had a huge impact on learning loss during the pandemic and there reading as defiantly suffered. This program is a very helpful program for the students to use/. It tracks what level they are on and goes from there. If they are a 3rd grader but reading at a Kindergarten level due to the pandemic it tracks that progress. This is great for Remote and Classroom learning in Reading for all of our students including At-Risk, Title, and Students with Disabilities. Since each of these has been so effective with student learning, all of them will be annual subscriptions moving forward.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$3,360  |               |
| Budgeted Expenditures in SFY 2023 | \$3,360  |               |
| Budgeted Expenditures in SFY 2024 | \$3,360  | <u>Status</u> |
| Total Expenditures                | \$10,080 | Approved      |
|                                   |          |               |
| Line Item ID: 334-3-0024          |          |               |

| Allocation Type    | Is this Item for the 20% Minimuir                    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |  |  |  |
|--------------------|--|---|--|--|--|--|
| Direct Allocation  | NO - this item is not marked for Lea                 | NO - this item is not marked for Learning Loss Set Aside Expenditure                  |  |  |  |  |
| Account Name       | Account Number                                       |   |  |  |  |  |
| CARE FUNDS         | 18100  |   |  |  |  |  |
| Function Code      | Object Code  | Allowable Use   |  |  |  |  |
| 1000 - Instruction | 321 - Instructional Programs<br>Improvement Services | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |  |  |

Social Emotional Curriculum that helps students who have suffered emotionally do to COVID. Which has caused them to have a huge learning loss from having too much anxiety to come to school during this hard time. The curriculum is called Second Step. We chose to use this program because it targets the impact on our low income students that are having the most trouble with social and emotional problems that effect the rest of there learning. It helps teach the students to learn how to cope with the anxiety and depression of the effects of COVID and helps them return to school. This is a more updated curriculum then Freindzy and is a little more expensive. We currently combine resources from both curriculums.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$2,500 |               |
| Budgeted Expenditures in SFY 2023 | \$2,500 |               |
| Budgeted Expenditures in SFY 2024 | \$2,500 | <u>Status</u> |
| Total Expenditures                | \$7,500 | Approved      |

Line Item ID: 334-3-0025

| Allocation Type<br>Direct Allocation |                                | <b>uim Learning Loss Set Aside Expenditure</b><br>Learning Loss Set Aside Expenditure            |  |  |  |  |
|--------------------------------------|--------------------------------|--|--|--|--|--|
| <u>Account Name</u><br>Care Funds    | <u>Account Number</u><br>18100 |  |  |  |  |  |
| Function Code                        | Object Code                    | Object Code Allowable Use  |  |  |  |  |
| 2000 - Support Services              | 420 - Cleaning Services        | 420 - Cleaning Services 7 - Purchasing supplies to sanitize and clean LEA and school facilities. |  |  |  |  |

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

We purchased cleaning supplies such as hand sanitizer and disinfecting wipes. Also, purchased facial tissue and paper towels. We hope to stop the spread of COVID -19. We have 4 buildings we buy for. This for all the classrooms and offices as well.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$17,589 |
| Budgeted Expenditures in SFY 2024 | \$17,589 |
| Total Expenditures                | \$35,178 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

# **ESSER III APPLICATION FOR D0342**

#### **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

| <b>Current Directory Information</b>         |  |  |
|--|--|--|
| <u>District</u>                              | Address  | Mail Address   |
| McLouth                                      | 217 Summit Street, McLouth, KS 660540040                     | PO Box 40, McLouth, KS 660540040                     |
| Comparinten dant Name                        |  | Currentinten deut Dheuse Number                      |
| Superintendent Name                          | Superintendent E-mail Address                                | Superintendent Phone Number                          |
| Jerome Johnson                               | johnsonj@mclouth.org   | (913) 796-2201                                       |
| <u>Superintendent Name</u><br>Jerome Johnson | <u>Superintendent E-mail Address</u><br>johnsonj@mclouth.org | <u>Superintendent Phone Number</u><br>(913) 796-2201 |

# **Authorized Representative of the District Information**

| <u>Name</u>    | Position of Title | E-mail Address       | Phone Number   |
|----------------|-------------------|----------------------|----------------|
| Jerome Johnson | Superintendent    | johnsonj@mclouth.org | (913) 796-2201 |

# Plan for Safe Return

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

https://docs.google.com/document/d/1PQ1A2zqqi3Ul8fc97kILqNyJiVX3Tq7l60M0Hyxlr0k/edit

# **Use of Funds for CDC Guidance**

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

For the 2021-22 school year the following procedures were implemented, purchased or funded with ESSER funds. Water fountain covers purchased to prevent drinking from the fountain. Water bottle fillers were installed and bottles supplied as needed. Masks were supplied as needed and offered at the door, bus and activities. Masks were required but eventually were highly recommended to align with county guidance. Hand sanitizer and disinfectant wipes were readily available and easily accessible on buses, entrances and classrooms for sanitizing of high touch areas and hands. Special room misters were purchased to sanitize after wiping down classrooms each night. All school vehicles were sanitized after each use (bus and van driver pay was increased due to the extra cleaning Extra lunch tables were purchased to spread students further apart while eating and will be utilized when community infection rates call for it. Nurses hours will be extended to full time status and cover overtime pay for extra duties associated with testing, For the 2022-23 school year the following procedures will be implemented, purchased or funded with ESSER funds to help with prevention and mitigation strategies to allow for safe in-person learning Extra hours for maintenance staff when needed to deep clean the facilitates. Excessive cleaning supplies for deep cleaning of facilities or school vehicles after use Rental costs for testing unit Cleaning supplies for after school programs Hand sanitizer for classrooms, entrances, and school vehicles Disinfectant wipes for classrooms and cleaning of high touch areas in facility Excessive nursing supplies Extending nurse hours to fulltime to assist with testing as needed, studying guidance and keeping administration aware of latest COVID spread and guidance

# **Stakeholder Engagement**

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

### Students

In developing our ESSER plan, we conducted a survey and created focus groups from our student body to determine their highest levels of need for pandemic related instruction and support. Conversations were with NHS and Stu-Co representatives. However all students had the opportunity to either complete the survey or give feedback. Four students completed the survey and 8 students provided direct feedback. When directly asked how best to use the ESSER funds no answers were given except to decrease vaping in the school. We are looking into vaping detectors but that is not part of our plan/application. When directly asked if a social worker, after school assistance, summer school and full time nurse would be money well spent they agreed.

The survey results of the 3 students showed the highest support for extended school year/summer school

The following received the most interest from our students:

Normalcy - Students were very honest and direct. We want to sit closer to our friends in the classrooms and at lunch. Masks can be optional but not required. We do not want to cancel activities. There were too many events important to us that we missed out on.

#### Families

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. Between the survey and the elementary and secondary parent advisories 103 supplied feedback. Advertisement for these activities are in building newsletters/widgets, schoolmessenger and posted on our school facebook feed. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

Overwhelmingly, 62% of responses valued additional para support in the classroom. 58% wanted to see us continue and expand the after school programs. Currently elementary has a M-Thurs program.

## School and District Administrators including Special Education Administration

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. Our SPED director, Doug Andersen meets with supts on a monthly basis. His input was to "remember your SPED staff if you are doing any type of bonus or retention pay". KSDE has discouraged this as they are technically not our employees. Specifically with our USD, we agreed to share a social worker. This would allow the social worker to be fulltime in our school for IEP and non-IEP students.

These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.

With the addition of the after school program in the elementary, two additional classroom paras and a 4th title para, we have seen academic improvement for our students and specifically in reading.

Others areas we focused on were moving the k-12 nurse to full time and making the 1/2 social worker full time a full time teacher.

All of the additions have been beneficial and will be hard to move away from if funds are no longer available.

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

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. Between the survey results and conversations 26 staff members provided feedback. This included classified, certified and members of the teachers union.

The comments received are very similar to other groups and survey results. The additional support staff and after school programs have proven beneficial based on various assessment results including KAP. The comments included keeping Title I support staff and adding a fourth tier; adding an assistant principal to alleviate discipline issues, moving the social worker and nurse to full time.

### Tribes

We do not have any Tribes associated with the USD 342 School District. We also checked with the Tribal Leaders Directory which supported our find. However we will do our best to include students who may identify with a Tribe. We do have 3 students, as per our SIS that identify as Native American. Two of the students and a family member did complete our survey and did identify as American Indian. Those results show a support for mental health and summer school. They did not mark anything unfavorably and did not comment on any specific items.

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

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

1) NEKAP of Northeast KS - Peggy Lackey - no response

2) Harvesters of Topeka - no response

3) KAC - Kansas Action for Children - They informed us the committee formed to respond to these inquiries is no longer doing so because of the time

4) Disability Rights Center of Kansas - We weren't able to speak directly with anyone but they did send an email with their thoughts.

survey - available as a link and hard copy . Sent through school messenger, email, and backpacks.

https://docs.google.com/spreadsheets/d/1pNFHhtC44i0jqt9uVZxHSEcU5x1zKesmdrYPFTVeEGs/edit?usp=sharing

Focus Group survey - Zero responses to our survey

The common theme concerns the students' with disabilities or Low SES. They were hit hard by the pandemic and continue to show signs of learning loss. The following were the most suggested.

-After School Program -Moved 1/2 time social worker to full time status -Additional Title I Para for intervention

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

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have conducted surveys and have also engaged in focus group conversations. We do have foster, and children in foster care. At the time of the surveys and focus groups we did not have homeless, migratory, English Learners or children who are incarcerated.

The supt spoke directly to one foster family. The foster parent is a long time foster parent in our community. She is successful in getting her foster children the supports/resources they need both inside and outside our school. Because of her knowledge and experience she supported any direct/one-on-one resources especially a social worker.

Opportunities for parent advisory/site-council were also available. These started in May of 2022 through the summer. Through those surveys and conversations, it was clear that the following supports were most needed.

To have supports in the school and how to find resources. Our counselor has made an effort to reach out and share those resources to our identified families.

Specific survey results show need for social worker and in class supports such as para support and allowing outside. 116 patrons completed the survey. Eight identified a "children with disabilities and one identified as "underserved". Even though none marked "foster" we know we have foster families and we contacted them directly as stated above.

Survey results: https://docs.google.com/forms/d/1U1M11UsdQalw1IW5sXGKWnBQjjfzbGJ7QNYUNleqwR8/edit#responses The survey was shared as a link and hard copy for those wishing to use it. Patrons were notified through our school messenger system, email and website/facebook page.

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

Greetings USD 342 Students, Staff, Families, and School Community:

Thank you for your continued support of our schools! We are excited to share with you an opportunity to provide some input and feedback on how we identify, prioritize, and invest in our school district through the use of ESSER III funding. The purpose of ESSER III funding is to address the impact of the COVID-19 pandemic on students by mitigating learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. We will submit an application for our ESSER III funds to the Kansas State Department of Education which includes input and engagement from a variety of stakeholders on how best to prioritize use of these funds. Your input will impact how ESSER III funds are spent across the school district. Please take a few minutes to provide your feedback by completing THIS SURVEY.

Business and community survey - Sent as a link and available as a hard copy if requested through Website and school facebook. We had 12 responses. The most common feedback was about safety and how funds are spent.

Parent and staff survey: 116 results Shared via facebook, school messenger, website and available as hard copy if requested. No hard copies requested.

https://docs.google.com/forms/d/1U1M11UsdQalw1IW5sXGKWnBQjjfzbGJ7QNYUNleqwR8/edit#responses

Thank you in advance for your input, participation, and engagement in this process.

Sincerely,

Jerome Johnson, Superintendent 913.796.2201 johnsonj@mclouth.org

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

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

McLouth USD 342 is a pre-12 public school. We have approximately 500 students with over 30% needing assistance through IEPs or MTSS. Prior to COVID we were making gains in our science, math and reading scores which show a four year trend line going up on a district level. Our scores post COVID did drop overall as per the accountability.

Attendance for our district has been around 95%. During and post COVID our attendance is dropping and dropped further in 2020-21. Over a four year period we have gone from 95% or higher attendance rate to now a 91% which is lower than the state average. As well our chronic absenteeism rate moved from 11.8% to 20% in the same time period.

Even though reading scores grew through the pandemic for our elementary, math leveled and slightly dropped. More significantly our high needs 7th grade class saw over 50% of the class at level one. This could have been to learning loss or apathy associated with the turbulent year.

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

To address learning loss that occurred from March of 2020 through the 2020-21 school year ESSER funds were used in the following ways.

Additional Title I para. This para was used primarily in our kindergarten, 1st and 2nd grade classes. This para worked with identified students impacted negatively by remote learning due to their young age using our HMH inventories.

Primary level classroom paras. Two classroom paras were hired to specifically implement the same HMH inventory and Heggerty phonological awareness intervention in leveled groups.

Acellus was purchased at a cost of \$25000 to assist with the staffing shortage associated with COVID. This allowed subjects like Spanish to continue as we had no success finding a teacher. As well Acellus has reading and math interventions built in to then help wiht learning loss of students identified by FASTBridge. If this program shows successful we will mostly likely have a need for it as the increase in staff shortages is continuing to produce learning loss.

Our most successful endeavor was our after school program. Students were identified using FASTBridge and teacher input based on students who struggled to be part of remote learning. Students attended M-Th for 1.5hrs each day. Three licensed teachers rotated groups every 25 minutes. Testing at the beginning and end showed growth for all students in their targeted areas.

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

While funds are available the following changes have occured to help with the impact of CoVID

-move nurse to fulltime status

-cover overtime/extra maintenance hours for after hours cleaning/sanitizing

-excessive cleaning supplies for facility and school vehicles

-ACELLUS Academy - online accredited coursework with intervention for students needing academic assistance

-After School program - students in need of intervention were recommended to the M-Thrs program 3:30-5:00. Three licensed teachers using research/evidence based curriculum focused on reading

-Two elementary classroom paras

-4th Title Para to decrease group size

-premium pay for ALL staff for retention purposes

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

The impact of ESSER funding will be monitored through an ongoing review of our data. Academic needs will be reviewed through the use of FastBridge three times per academic year and the summative scores on the annual Kansas Assessment. Social, Emotional, and Mental Health needs will be reviewed through the teacher observation tool associated with FASTBridge in addition to teacher referrals to SIT (student improvement team) which includes our counselor, nurse, school psych, and social worker.

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$509,735                | \$0                | \$509,735               | ESSER III Allocations | \$101,947   |
| Approved Total        | \$355,491                | \$0                | \$355,491               | Approved Total        | \$102,131   |
| Amount Left           | \$154,244                | \$0                | \$154,244               | Amount Still Needed   | \$0         |
| In Review Total       | \$154,244                | \$0                | \$154,244               | In Review Total       | \$32,901    |
| Amount Left           | \$0                      | \$0                | \$0                     | Amount Still Needed   | \$0         |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 342-3-0080 | Direct             | False            | 1000             | 644            | 12               | \$21,296           | Task Force Review |
| 342-3-0081 | Direct             | False            | 1000             | 644            | 12               | \$20,239           | Task Force Review |
| 342-3-0082 | Direct             | False            | 1000             | 644            | 12               | \$23,456           | Task Force Review |
| 342-3-0083 | Direct             | False            | 1000             | 590            | 16               | \$53,160           | Task Force Review |
| 342-3-0084 | Direct             | False            | 1000             | 121            | 16               | \$1,000            | Task Force Review |
| 342-3-0085 | Direct             | False            | 1000             | 270            | 16               | \$250              | Task Force Review |
| 342-3-0086 | Direct             | False            | 1000             | 270            | 16               | \$40               | Task Force Review |
| 342-3-0087 | Direct             | False            | 1000             | 270            | 16               | \$64               | Task Force Review |
| 342-3-0088 | Direct             | False            | 2100             | 270            | 16               | \$2                | Task Force Review |
| 342-3-0089 | Direct             | False            | 2100             | 270            | 16               | \$4                | Task Force Review |
| 342-3-0090 | Direct             | False            | 2100             | 270            | 16               | \$2                | Task Force Review |
| 342-3-0091 | Direct             | False            | 2100             | 270            | 16               | \$2                | Task Force Review |
| 342-3-0092 | Direct             | False            | 2134             | 270            | 16               | \$64               | Task Force Review |
| 342-3-0093 | Direct             | False            | 2134             | 270            | 15               | \$482              | Task Force Review |
| 342-3-0094 | Direct             | False            | 2200             | 270            | 16               | \$6                | Task Force Review |
| 342-3-0095 | Direct             | False            | 2200             | 270            | 16               | \$2                | Task Force Review |
| 342-3-0096 | Direct             | False            | 2200             | 270            | 16               | \$2                | Task Force Review |
| 342-3-0097 | Direct             | False            | 2310             | 270            | 16               | \$4                | Task Force Review |
| 342-3-0098 | Direct             | False            | 2321             | 270            | 16               | \$4                | Task Force Review |
| 342-3-0099 | Direct             | False            | 2410             | 270            | 16               | \$10               | Task Force Review |
| 342-3-0100 | Direct             | False            | 2410             | 270            | 16               | \$8                | Task Force Review |
| 342-3-0101 | Direct             | False            | 2410             | 270            | 16               | \$4                | Task Force Review |
| 342-3-0102 | Direct             | False            | 2510             | 270            | 16               | \$4                | Task Force Review |
| 342-3-0103 | Direct             | True             | 1000             | 210            | 12               | \$32,901           | Task Force Review |
| 342-3-0104 | Direct             | False            | 2600             | 270            | 16               | \$548              | Task Force Review |
| 342-3-0105 | Direct             | False            | 2710             | 270            | 16               | \$470              | Task Force Review |
| 342-3-0106 | Direct             | False            | 2730             | 270            | 16               | \$36               | Task Force Review |
| 342-3-0107 | Direct             | False            | 3100             | 270            | 16               | \$184              | Task Force Review |
| 342-3-0001 | Direct             | False            | 1000             | 111            | 16               | \$32,000           | Approved          |
| 342-3-0002 | Direct             | False            | 1000             | 111            | 16               | \$12,000           | Approved          |

| 342-3-0003 | Direct | False | 1000 | 111 | 16 | \$28,000 | Approved |
|------------|--------|-------|------|-----|----|----------|----------|
| 342-3-0004 | Direct | True  | 1000 | 121 | 12 | \$48,381 | Approved |
| 342-3-0005 | Direct | False | 1000 | 121 | 16 | \$14,000 | Approved |
| 342-3-0008 | Direct | True  | 1000 | 220 | 12 | \$3,701  | Approved |
| 342-3-0009 | Direct | False | 1000 | 220 | 16 | \$6,011  | Approved |
| 342-3-0010 | Direct | False | 1000 | 220 | 16 | \$990    | Approved |
| 342-3-0011 | Direct | False | 1000 | 220 | 16 | \$2,140  | Approved |
| 342-3-0012 | Direct | True  | 1000 | 260 | 12 | \$49     | Approved |
| 342-3-0013 | Direct | False | 1000 | 260 | 16 | \$66     | Approved |
| 342-3-0014 | Direct | False | 1000 | 260 | 16 | \$14     | Approved |
| 342-3-0015 | Direct | False | 1000 | 260 | 16 | \$28     | Approved |
| 342-3-0019 | Direct | True  | 1000 | 653 | 12 | \$10,000 | Approved |
| 342-3-0020 | Direct | True  | 1000 | 653 | 12 | \$40,000 | Approved |
| 342-3-0021 | Direct | False | 2100 | 111 | 16 | \$2,000  | Approved |
| 342-3-0022 | Direct | False | 2100 | 111 | 16 | \$1,000  | Approved |
| 342-3-0023 | Direct | False | 2100 | 111 | 16 | \$1,000  | Approved |
| 342-3-0024 | Direct | False | 2100 | 121 | 16 | \$2,000  | Approved |
| 342-3-0025 | Direct | False | 2100 | 220 | 16 | \$154    | Approved |
| 342-3-0026 | Direct | False | 2100 | 220 | 16 | \$154    | Approved |
| 342-3-0027 | Direct | False | 2100 | 220 | 16 | \$78     | Approved |
| 342-3-0028 | Direct | False | 2100 | 220 | 16 | \$76     | Approved |
| 342-3-0029 | Direct | False | 2100 | 260 | 16 | \$2      | Approved |
| 342-3-0030 | Direct | False | 2100 | 260 | 16 | \$2      | Approved |
| 342-3-0031 | Direct | False | 2100 | 260 | 16 | \$2      | Approved |
| 342-3-0032 | Direct | False | 2100 | 260 | 16 | \$2      | Approved |
| 342-3-0033 | Direct | False | 2113 | 340 | 10 | \$42,482 | Approved |
| 342-3-0034 | Direct | False | 2134 | 120 | 15 | \$26,014 | Approved |
| 342-3-0035 | Direct | False | 2134 | 120 | 16 | \$2,000  | Approved |
| 342-3-0036 | Direct | False | 2134 | 220 | 15 | \$1,990  | Approved |
| 342-3-0037 | Direct | False | 2134 | 220 | 16 | \$154    | Approved |
| 342-3-0038 | Direct | False | 2134 | 260 | 15 | \$27     | Approved |
| 342-3-0039 | Direct | False | 2134 | 260 | 16 | \$2      | Approved |
| 342-3-0040 | Direct | False | 2200 | 111 | 16 | \$2,000  | Approved |
| 342-3-0041 | Direct | False | 2200 | 121 | 16 | \$2,000  | Approved |
| 342-3-0042 | Direct | False | 2200 | 220 | 16 | \$306    | Approved |
| 342-3-0043 | Direct | False | 2200 | 260 | 16 | \$4      | Approved |
| 342-3-0044 | Direct | False | 2310 | 121 | 16 | \$2,000  | Approved |
| 342-3-0045 | Direct | False | 2310 | 220 | 16 | \$154    | Approved |
| 342-3-0046 | Direct | False | 2310 | 260 | 16 | \$2      | Approved |
| 342-3-0047 | Direct | False | 2321 | 110 | 16 | \$2,000  | Approved |
| 342-3-0048 | Direct | False | 2321 | 220 | 16 | \$230    | Approved |
|            | Direct | False | 2321 | 260 | 16 | \$3      | Approved |

| 342-3-0050 | Direct | False | 2410 | 111 | 16 | \$2,000  | Approved |
|------------|--------|-------|------|-----|----|----------|----------|
| 342-3-0051 | Direct | False | 2410 | 111 | 16 | \$1,000  | Approved |
| 342-3-0052 | Direct | False | 2410 | 111 | 16 | \$1,000  | Approved |
| 342-3-0053 | Direct | False | 2410 | 121 | 16 | \$2,000  | Approved |
| 342-3-0054 | Direct | False | 2410 | 121 | 16 | \$2,000  | Approved |
| 342-3-0055 | Direct | False | 2410 | 121 | 16 | \$2,000  | Approved |
| 342-3-0056 | Direct | False | 2410 | 220 | 16 | \$306    | Approved |
| 342-3-0057 | Direct | False | 2410 | 220 | 16 | \$230    | Approved |
| 342-3-0058 | Direct | False | 2410 | 220 | 16 | \$230    | Approved |
| 342-3-0059 | Direct | False | 2410 | 260 | 16 | \$4      | Approved |
| 342-3-0060 | Direct | False | 2410 | 260 | 16 | \$4      | Approved |
| 342-3-0061 | Direct | False | 2410 | 260 | 16 | \$4      | Approved |
| 342-3-0062 | Direct | False | 2510 | 121 | 16 | \$2,000  | Approved |
| 342-3-0063 | Direct | False | 2510 | 220 | 16 | \$154    | Approved |
| 342-3-0064 | Direct | False | 2510 | 260 | 16 | \$2      | Approved |
| 342-3-0065 | Direct | False | 2600 | 121 | 16 | \$12,000 | Approved |
| 342-3-0066 | Direct | False | 2600 | 220 | 16 | \$918    | Approved |
| 342-3-0067 | Direct | False | 2600 | 260 | 16 | \$12     | Approved |
| 342-3-0068 | Direct | False | 2710 | 121 | 16 | \$18,000 | Approved |
| 342-3-0069 | Direct | False | 2710 | 220 | 16 | \$1,378  | Approved |
| 342-3-0070 | Direct | False | 2710 | 260 | 16 | \$18     | Approved |
| 342-3-0071 | Direct | False | 2730 | 121 | 16 | \$2,000  | Approved |
| 342-3-0072 | Direct | False | 2730 | 220 | 16 | \$154    | Approved |
| 342-3-0073 | Direct | False | 2730 | 260 | 16 | \$2      | Approved |
| 342-3-0074 | Direct | False | 3100 | 121 | 16 | \$10,000 | Approved |
| 342-3-0075 | Direct | False | 3100 | 220 | 16 | \$766    | Approved |
| 342-3-0076 | Direct | False | 3100 | 260 | 16 | \$10     | Approved |
| 342-3-0077 | Direct | False | 2600 | 121 | 16 | \$11,212 | Approved |
| 342-3-0078 | Direct | False | 2600 | 220 | 16 | \$858    | Approved |
| 342-3-0079 | Direct | False | 2600 | 260 | 16 | \$11     | Approved |
|            |        |       |      |     |    |          |          |

# Line Item Details

| Allocation Type        | <u>Is this Item for the 20% Mi</u> | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |  |  |
|------------------------|------------------------------------|---|--|--|--|
| Direct Allocation      | NO - this item is not marked       | NO - this item is not marked for Learning Loss Set Aside Expenditure                  |  |  |  |
| Account Name           | Account Number                     |   |  |  |  |
| ESSER III GS Textbooks | 07-1000-644-1-03                   |   |  |  |  |
| Function Code          | Object Code                        | Allowable Use   |  |  |  |
| 1000 - Instruction     | 644 - Textbooks                    | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |  |

Purchase new elementary school science and social studies curriculum to address areas in which students have fallen behind. The analysis of student data from the pandemic onset to current shows that our students experienced learning loss in the areas of science and social studies. These resources will provide student knowledge and experiences aligned with the content standards and provide strategies for student learning loss, especially the students that demonstrate the most impact from COVID-19 that include students with disabilities and students in foster care. We would also like to be prepared for any future students experiencing homelessness. We would be purchasing student textbooks, teacher editions and teacher resources.

| Budgeted Expenditures in SFY 2021           | \$O                         |                   |
|---|-----------------------------|-------------------|
| Budgeted Expenditures in SFY 2022           | \$O                         |                   |
| Budgeted Expenditures in SFY 2023           | \$8,000                     |                   |
| Budgeted Expenditures in SFY 2024           | \$13,296                    | <u>Status</u>     |
| Total Expenditures                          | \$21,296                    | Task Force Review |
| Line Item Comment from KSDE                 |                             |                   |
| Change Request- previously approved for lin | e item 16 amount of \$16,85 | 1                 |

| Allocation Type        | <u>Is this Item for the 20% Mir</u> | <u>iimuim Learning Loss Set Aside Expenditure</u>                                     |
|------------------------|-------------------------------------|---|
| Direct Allocation      | NO - this item is not marked        | for Learning Loss Set Aside Expenditure   |
| Account Name           | Account Number                      |   |
| ESSER III MS Textbooks | 07-1000-644-2-03                    |   |
| Function Code          | Object Code                         | Allowable Use   |
| 1000 - Instruction     | 644 - Textbooks                     | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

Purchase new middle school science and social studies curriculum to address areas in which students have fallen behind. The analysis of student data from the pandemic onset to current shows that our students experienced learning loss in the areas of science and social studies. These resources will provide student knowledge and experiences aligned with the content standards and provide strategies for student learning loss, especially the students that demonstrate the most impact from COVID-19 that include students with disabilities and students in foster care. We would also like to be prepared for any future students experiencing homelessness. We would be purchasing student textbooks, teacher editions and teacher resources.

| Budgeted Expenditures in SFY 2021           | \$0                         |                   |
|---|-----------------------------|-------------------|
| Budgeted Expenditures in SFY 2022           | \$0                         |                   |
| Budgeted Expenditures in SFY 2023           | \$10,800                    |                   |
| Budgeted Expenditures in SFY 2024           | \$9,439                     | <u>Status</u>     |
| Total Expenditures                          | \$20,239                    | Task Force Review |
| Line Item Comment from KSDE                 |                             |                   |
| Change Request- previously approved for lin | e item 17 amount of \$42,00 | 0                 |

| Allocation Type        | Is this Item for the 20% Mir | imuim Learning Loss Set Aside Expenditure   |
|------------------------|------------------------------|---|
| Direct Allocation      | NO - this item is not marked | for Learning Loss Set Aside Expenditure   |
| Account Name           | Account Number               |   |
| ESSER III HS Textbooks | 07-1000-644-3-03             |   |
| Function Code          | Object Code                  | Allowable Use   |
| 1000 - Instruction     | 644 - Textbooks              | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

Purchase new high school science and social studies curriculum to address areas in which students have fallen behind. The analysis of student data from the pandemic onset to current shows that our students experienced learning loss in the areas of science and social studies. These resources will provide student knowledge and experiences aligned with the content standards and provide strategies for student learning loss, especially the students that demonstrate the most impact from COVID-19 that include students with disabilities and students in foster care. We would also like to be prepared for any future students experiencing homelessness. We would be purchasing student textbooks, teacher editions and teacher resources.

| Budgeted Expenditures in SFY 2021           | \$0                          |                   |
|---|------------------------------|-------------------|
| Budgeted Expenditures in SFY 2022           | \$0                          |                   |
| Budgeted Expenditures in SFY 2023           | \$13,200                     |                   |
| Budgeted Expenditures in SFY 2024           | \$10,256                     | <u>Status</u>     |
| Total Expenditures                          | \$23,456                     | Task Force Review |
| Line Item Comment from KSDE                 |                              |                   |
| Change Request-previously approved for line | e item 18 amount of \$38,000 | 0                 |

| Allocation Type<br>Direct Allocation  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin | •   |
|---------------------------------------|--|---|
| Account Name<br>ESSER III to Keystone | Account Number<br>07-1000-590-0-03   |   |
| Function Code<br>1000 - Instruction   | <b>Object Code</b><br>590 - Inter-educational, Interagency<br>Purchased Services | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |

Premium pay for the hire and/or retention of special education staff that work in our buildings. The incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 25 Keystone staff members will receive the full amount of premium pay as they only work for Keystone in our district. 10 Keystone staff members will receive a partial amount of premium pay (based on the percentage of time spent in our district) as they work for Keystone in our district and other districts as well.

| Budgeted Expenditures in SFY 2021 | \$0      |                   |
|-----------------------------------|----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0      |                   |
| Budgeted Expenditures in SFY 2023 | \$26,580 |                   |
| Budgeted Expenditures in SFY 2024 | \$26,580 | <u>Status</u>     |
| Total Expenditures                | \$53,160 | Task Force Review |
| Line Item Comment from KSDE       |          |                   |
| New line item-                    |          |                   |

| Allocation Type<br>Direct Allocation  | Is this Item for the 20% Minimuim Le  | •   |
|---|---|---|
| <u>Account Name</u><br>ESSER III MS Para Support  | Account Number<br>07-1000-121-2-03  |   |
| Function Code   | Object Code   | Allowable Use   |
| 1000 - Instruction  | 121 - Full-Time Non-Certified Salaries  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.      |
| Premium pay for the recruitment and ret<br>each new paraprofessional. The retentior<br>paraprofessional. Working in a school du | in the account and how they will address<br>ention of paraprofessionals. The recruitmer<br>n incentive will be no more than \$500 per se<br>uring a pandemic is stressful and requires al<br>difficult under normal circumstances, but ev | nt incentive will be no more than \$500 for<br>emester for each returning<br>I staff to go above and beyond their |

| 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                         | <u>Status</u>     |
| Total Expenditures   | \$1,000                     | Task Force Review |
| Line Item Comment from KSDE<br>Change Request- previously approved for lin | ne item 6 amount of \$2,000 |                   |
|  |                             |                   |

|  | Is this Item for the 20% Minimuin   | n Learning Loss Set Aside Expenditure   |
|--|---|---|
| Direct Allocation  | NO - this item is not marked for Lea  | rning Loss Set Aside Expenditure  |
| Account Name   | Account Number  |   |
| ESSER III GS Work Comp   | 07-1000-270-1-03  |   |
| Function Code  | Object Code   | Allowable Use   |
| 1000 - Instruction   | 270 - Worker's Compensation   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures with  | n the account and how they will add   | ress a COVID-19 need  |
| Employer contributions for workers comp  | pensation insurance on the premium pa   | ay incentives.  |
| Budgeted Expenditures in SFY 2021  | \$0   |   |
| Budgeted Expenditures in SFY 2022  | \$0   |   |
| Budgeted Expenditures in SFY 2023  | \$125   |   |
| Budgeted Expenditures in SFY 2024  | \$125   | <u>Status</u>   |
| Total Expenditures   | \$250   | Task Force Review   |
| Line Item Comment from KSDE  |   |   |
| New line item-   |   |   |
|  |   |   |
| Line Item ID: 342-3-0086   |   |   |
| Allocation Type  | Is this Item for the 20% Minimuim   | n Learning Loss Set Aside Expenditure   |
| Direct Allocation  | NO - this item is not marked for Lea  | uning Laga Cat Asida Europa ditura  |
|  |   | rning Loss Set Aside Expenditure  |
| Account Name   | Account Number  | rning Loss Set Aside Expenditure  |
| <u>Account Name</u><br>ESSER III MS Work Comp  |   | ming Loss Set Aside Expenditure   |
|  | Account Number  | Allowable Use   |
| ESSER III MS Work Comp   | Account Number<br>07-1000-270-2-03  |   |
| ESSER III MS Work Comp<br>Function Code  | <u>Account Number</u><br>07-1000-270-2-03<br><b>Object Code</b>   | Allowable Use   |
| ESSER III MS Work Comp<br>Function Code  | Account Number<br>07-1000-270-2-03<br>Object Code<br>270 - Worker's Compensation  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| ESSER III MS Work Comp<br>Function Code<br>1000 - Instruction  | Account Number<br>07-1000-270-2-03<br>Object Code<br>270 - Worker's Compensation  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need                             |
| ESSER III MS Work Comp<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within   | Account Number<br>07-1000-270-2-03<br>Object Code<br>270 - Worker's Compensation  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need                             |
| ESSER III MS Work Comp Function Code 1000 - Instruction Please describe the expenditures withit Employer contributions for workers comp  | Account Number<br>07-1000-270-2-03<br>Object Code<br>270 - Worker's Compensation  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need                             |
| ESSER III MS Work Comp<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021   | Account Number<br>07-1000-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>In the account and how they will add<br>pensation insurance on the premium pa<br>\$0                                | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need                             |
| ESSER III MS Work Comp<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withing<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | Account Number<br>07-1000-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>In the account and how they will add<br>bensation insurance on the premium pa<br>\$0<br>\$0<br>\$0                  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need                             |
| ESSER III MS Work Comp<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withing<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | Account Number<br>07-1000-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>bensation insurance on the premium parts<br>\$0<br>\$0<br>\$0<br>\$20       | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need<br>ay incentives.           |
| ESSER III MS Work Comp<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024   | Account Number<br>07-1000-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>In the account and how they will add<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$20<br>\$20<br>\$20 | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need<br>ay incentives.<br>Status |
| ESSER III MS Work Comp<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withing<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures | Account Number<br>07-1000-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>In the account and how they will add<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$20<br>\$20<br>\$20 | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need<br>ay incentives.<br>Status |

| Allocation Type  | <u>Is this Item for the 20% Minimuim</u>  | <u>ı Learning Loss Set Aside Expenditure</u>   |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for Lea  | rning Loss Set Aside Expenditure   |
| Account Name   | Account Number  |  |
| ESSER III HS Work Comp   | 07-1000-270-3-03  |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 270 - Worker's Compensation   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures with  | in the account and how they will add  | ress a COVID-19 need   |
| Employer contributions for workers com   | pensation insurance on the premium pa   | y incentives.  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |
| Budgeted Expenditures in SFY 2023  | \$32  |  |
| Budgeted Expenditures in SFY 2024  | \$32  | <u>Status</u>  |
| Total Expenditures   | \$64  | Task Force Review  |
| Line Item Comment from KSDE  |   |  |
| New line item-   |   |  |
| Line Item ID: 342-3-0088   |   |  |
|  |   |  |
|  | 1 - 4 - 1 - 1   |  |
| Allocation Type  |   | <u>n Learning Loss Set Aside Expenditure</u>   |
| Direct Allocation  | NO - this item is not marked for Lea  |  |
| Direct Allocation Account Name   | NO - this item is not marked for Lea<br><u>Account Number</u>   |  |
| Direct Allocation  | NO - this item is not marked for Lea<br><u>Account Number</u><br>07-2100-270-0-03   |  |
| Direct Allocation Account Name   | NO - this item is not marked for Lea<br><u>Account Number</u>   |  |
| Direct Allocation Account Name ESSER III Coun Sec Work Comp  | NO - this item is not marked for Lea<br><u>Account Number</u><br>07-2100-270-0-03   | rning Loss Set Aside Expenditure   |
| Direct Allocation<br><u>Account Name</u><br>ESSER III Coun Sec Work Comp<br>Function Code  | NO - this item is not marked for Lea<br><u>Account Number</u><br>07-2100-270-0-03<br><u>Object Code</u><br>270 - Worker's Compensation  | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.   |
| Direct Allocation Account Name ESSER III Coun Sec Work Comp Function Code 2100 - Support Services (Students)   | NO - this item is not marked for Lea<br>Account Number<br>07-2100-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add  | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.   |
| Direct Allocation Account Name ESSER III Coun Sec Work Comp Function Code 2100 - Support Services (Students) Please describe the expenditures with   | NO - this item is not marked for Lea<br>Account Number<br>07-2100-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add  | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.   |
| Direct Allocation Account Name ESSER III Coun Sec Work Comp Function Code 2100 - Support Services (Students) Please describe the expenditures with Employer contributions for workers com  | NO - this item is not marked for Lea<br>Account Number<br>07-2100-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>pensation insurance on the premium pa   | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.   |
| Direct Allocation Account Name ESSER III Coun Sec Work Comp Function Code 2100 - Support Services (Students) Please describe the expenditures with Employer contributions for workers com Budgeted Expenditures in SFY 2021  | NO - this item is not marked for Lea<br>Account Number<br>07-2100-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>pensation insurance on the premium pa<br>\$0  | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.   |
| Direct Allocation Account Name ESSER III Coun Sec Work Comp Function Code 2100 - Support Services (Students) Please describe the expenditures with Employer contributions for workers com Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022  | NO - this item is not marked for Lea<br>Account Number<br>07-2100-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$0  | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.   |
| Direct Allocation Account Name ESSER III Coun Sec Work Comp Function Code 2100 - Support Services (Students) Please describe the expenditures with Employer contributions for workers com Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 Budgeted Expenditures in SFY 2023  | NO - this item is not marked for Lea<br>Account Number<br>07-2100-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$2  | Allowable Use         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         ress a COVID-19 need         any incentives.                |
| Direct Allocation Account Name ESSER III Coun Sec Work Comp Function Code 2100 - Support Services (Students) Please describe the expenditures with Employer contributions for workers com Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2023 Budgeted Expenditures in SFY 2024 Total Expenditures   | NO - this item is not marked for Lea Account Number 07-2100-270-0-03 Object Code 270 - Worker's Compensation in the account and how they will add pensation insurance on the premium pa \$0 \$0 \$2 \$0 \$2 \$0 \$2 \$0 \$2 \$0 \$0 \$2 \$0 \$2 \$0 \$2 \$0 \$2 \$0 \$2 \$0 \$2 \$0 \$2 \$ \$ \$ \$ | Allowable Use         16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.         ress a COVID-19 need<br>by incentives.         Status |
| Direct Allocation Account Name ESSER III Coun Sec Work Comp Function Code 2100 - Support Services (Students) Please describe the expenditures with Employer contributions for workers com Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 Budgeted Expenditures in SFY 2023 Budgeted Expenditures in SFY 2024 Total Expenditures Line Item Comment from KSDE | NO - this item is not marked for Lea Account Number 07-2100-270-0-03 Object Code 270 - Worker's Compensation in the account and how they will add pensation insurance on the premium pa \$0 \$0 \$2 \$0 \$2 \$0 \$2 \$0 \$2 \$0 \$0 \$2 \$0 \$2 \$0 \$2 \$0 \$2 \$0 \$2 \$0 \$2 \$0 \$2 \$ \$ \$ \$ | Allowable Use         16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.         ress a COVID-19 need<br>by incentives.         Status |
| Direct Allocation Account Name ESSER III Coun Sec Work Comp Function Code 2100 - Support Services (Students) Please describe the expenditures with Employer contributions for workers com Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2023 Budgeted Expenditures in SFY 2024 Total Expenditures   | NO - this item is not marked for Lea Account Number 07-2100-270-0-03 Object Code 270 - Worker's Compensation in the account and how they will add pensation insurance on the premium pa \$0 \$0 \$2 \$0 \$2 \$0 \$2 \$0 \$2 \$0 \$0 \$2 \$0 \$2 \$0 \$2 \$0 \$2 \$0 \$2 \$0 \$2 \$0 \$2 \$ \$ \$ \$ | Allowable Use         16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.         ress a COVID-19 need<br>by incentives.         Status |

| Allocation Type   | Is this Item for the 20% Minimuin  | n Learning Loss Set Aside Expenditure  |
|---|--|--|
| Direct Allocation   | NO - this item is not marked for Lea   | arning Loss Set Aside Expenditure  |
| Account Name  | Account Number   |  |
| ESSER III GS Coun Work Comp   | 07-2100-270-1-03   |  |
| Function Code   | Object Code  | Allowable Use  |
| 2100 - Support Services (Students)  | 270 - Worker's Compensation  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures with   | in the account and how they will add   | ress a COVID-19 need   |
| Employer contributions for workers comp   | pensation insurance on the premium pa  | ay incentives.   |
| Budgeted Expenditures in SFY 2021   | \$0  |  |
| Budgeted Expenditures in SFY 2022   | \$0  |  |
| Budgeted Expenditures in SFY 2023   | \$2  |  |
| Budgeted Expenditures in SFY 2024   | \$2  | <u>Status</u>  |
| Total Expenditures  | \$4  | Task Force Review  |
| Line Item Comment from KSDE   |  |  |
| New line item-  |  |  |
|   |  |  |
|   |  |  |
|   |  |  |
| Line Item ID: 342-3-0090<br>Allocation Type   |  | n Learning Loss Set Aside Expenditure  |
| Line Item ID: 342-3-0090  | <b>Is this Item for the 20% Minimuin</b><br>NO - this item is not marked for Lea   | •  |
| Line Item ID: 342-3-0090<br>Allocation Type   |  | •  |
| Line Item ID: 342-3-0090<br>Allocation Type<br>Direct Allocation  | NO - this item is not marked for Lea   | •  |
| Line Item ID: 342-3-0090<br>Allocation Type<br>Direct Allocation<br>Account Name  | NO - this item is not marked for Lea<br><u>Account Number</u>  | •  |
| Line Item ID: 342-3-0090<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Coun Work Comp   | NO - this item is not marked for Lea<br><u>Account Number</u><br>07-2100-270-2-03  | arning Loss Set Aside Expenditure  |
| Line Item ID: 342-3-0090<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Coun Work Comp<br>Function Code  | NO - this item is not marked for Lea<br><u>Account Number</u><br>07-2100-270-2-03<br><u>Object Code</u><br>270 - Worker's Compensation   | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.                                       |
| Line Item ID: 342-3-0090<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Coun Work Comp<br>Function Code<br>2100 - Support Services (Students)  | NO - this item is not marked for Lea<br>Account Number<br>07-2100-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Iress a COVID-19 need                             |
| Line Item ID: 342-3-0090<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Coun Work Comp<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withing  | NO - this item is not marked for Lea<br>Account Number<br>07-2100-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Iress a COVID-19 need                             |
| Line Item ID: 342-3-0090<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Coun Work Comp<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures with<br>Employer contributions for workers comp  | NO - this item is not marked for Lea<br>Account Number<br>07-2100-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>pensation insurance on the premium pa                                    | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Iress a COVID-19 need                             |
| Line Item ID: 342-3-0090<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Coun Work Comp<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures with<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021   | NO - this item is not marked for Lea<br>Account Number<br>07-2100-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>pensation insurance on the premium pa<br>\$0                             | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Iress a COVID-19 need                             |
| Line Item ID: 342-3-0090<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Coun Work Comp<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withing<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | NO - this item is not marked for Lea<br>Account Number<br>07-2100-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>bensation insurance on the premium pa<br>\$0<br>\$0<br>\$0               | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Iress a COVID-19 need                             |
| Line Item ID: 342-3-0090<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Coun Work Comp<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withing<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | NO - this item is not marked for Lea<br>Account Number<br>07-2100-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>bensation insurance on the premium pa<br>\$0<br>\$0<br>\$1               | Allowable Use          16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         Iress a COVID-19 need         ay incentives. |
| Line Item ID: 342-3-0090<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Coun Work Comp<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withing<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | NO - this item is not marked for Lea<br>Account Number<br>07-2100-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>bensation insurance on the premium pa<br>\$0<br>\$0<br>\$1<br>\$1<br>\$1 | Allowable Use          16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         Iress a COVID-19 need         ay incentives. |
| Line Item ID: 342-3-0090<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Coun Work Comp<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withing<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | NO - this item is not marked for Lea<br>Account Number<br>07-2100-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>pensation insurance on the premium pa<br>\$0                             | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Iress a COVID-19 need                             |

| Allocation Type                         | Is this Item for the 20% Minimuim     | n Learning Loss Set Aside Expenditure  |
|---|---------------------------------------|--|
| Direct Allocation                       | NO - this item is not marked for Lea  | rning Loss Set Aside Expenditure   |
| Account Name                            | Account Number                        |  |
| ESSER III HS Coun Work Comp             | 07-2100-270-3-03                      |  |
| Function Code                           | Object Code                           | Allowable Use  |
| 2100 - Support Services (Students)      | 270 - Worker's Compensation           | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |
| Please describe the expenditures withi  | n the account and how they will add   | ress a COVID-19 need   |
| Employer contributions for workers comp | pensation insurance on the premium pa | ay incentives.   |
| Budgeted Expenditures in SFY 2021       | \$0                                   |  |
| Budgeted Expenditures in SFY 2022       | \$0                                   |  |
| Budgeted Expenditures in SFY 2023       | \$1                                   |  |
| Budgeted Expenditures in SFY 2024       | \$1                                   | <u>Status</u>  |
| Total Expenditures                      | \$2                                   | Task Force Review  |
| Line Item Comment from KSDE             |                                       |  |
| New line item-                          |                                       |  |
| Line Item ID: 342-3-0092                |                                       |  |
| Allocation Type                         | Is this Item for the 20% Minimuim     | n Learning Loss Set Aside Expenditure  |
| Direct Allocation                       | NO - this item is not marked for Lea  | rning Loss Set Aside Expenditure   |
| Account Name                            | Account Number                        |  |
| ESSER III Nurse Work Comp               | 07-2134-270-0-03                      |  |
| Function Code                           | Object Code                           | Allowable Use  |
| 2134 - Nursing Services                 | 270 - Worker's Compensation           | 16 - Other activities necessary to   |
|   |                                       | maintain LEA operations and services and employ existing LEA staff.  |
| Please describe the expenditures withi  | n the account and how they will add   | ress a COVID-19 need   |
| Employer contributions for workers comp | pensation insurance on the premium pa | ay incentives.   |
| Budgeted Expenditures in SFY 2021       | \$0                                   |  |
| Budgeted Expenditures in SFY 2022       | \$0                                   |  |
| Budgeted Expenditures in SFY 2023       | \$32                                  |  |
| Budgeted Expenditures in SFY 2024       | \$32                                  | <u>Status</u>  |
| Total Expenditures                      | \$64                                  | Task Force Review  |
| Line Item Comment from KSDE             |                                       |  |
|   |                                       |  |
| New line item-                          |                                       |  |

| <u>llocation Type</u>  |  | n Learning Loss Set Aside Expenditure   |
|--|--|---|
| Direct Allocation  | NO - this item is not marked for Lea   | rning Loss Set Aside Expenditure  |
| Account Name   | Account Number   |   |
| ESSER III Nurse Work Comp  | 07-2134-270-0-03   |   |
| Function Code  | Object Code  | Allowable Use   |
| 2134 - Nursing Services  | 270 - Worker's Compensation  | 15 - Developing strategies and<br>implementing public health protocols<br>for the reopening and operation of<br>school facilities.  |
| Please describe the expenditures with  | in the account and how they will add   | ress a COVID-19 need  |
| Employer contributions for workers com   | pensation insurance on the additional n  | ursing hours.   |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$0  |   |
| Budgeted Expenditures in SFY 2023  | \$0  |   |
| Budgeted Expenditures in SFY 2024  | \$482  | <u>Status</u>   |
| Total Expenditures   | \$482  | Task Force Review   |
| Line Item Comment from KSDE  |  |   |
| New line item  |  |   |
| New line item<br>ne Item ID: 342-3-0094  |  |   |
| ne Item ID: 342-3-0094   | Is this Item for the 20% Minimuim  | 1 Learning Loss Set Aside Expenditure   |
| ne Item ID: 342-3-0094<br>Allocation Type  | Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lea  | <b>n Learning Loss Set Aside Expenditure</b><br>rning Loss Set Aside Expenditure  |
|  |  |   |
| ne Item ID: 342-3-0094<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u>   | NO - this item is not marked for Lea   |   |
| ne Item ID: 342-3-0094<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>ESSER III GS Library Work Comp   | NO - this item is not marked for Lea<br><u>Account Number</u><br>07-2200-270-1-03  |   |
| ne Item ID: 342-3-0094<br><u>Allocation Type</u><br>Direct Allocation  | NO - this item is not marked for Lea<br><u>Account Number</u>  | rning Loss Set Aside Expenditure  |
| ne Item ID: 342-3-0094<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS Library Work Comp<br>Function Code<br>2200 - Support Services (Instructional  | NO - this item is not marked for Lea<br><u>Account Number</u><br>07-2200-270-1-03<br><b>Object Code</b>  | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services  |
| ne Item ID: 342-3-0094<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>ESSER III GS Library Work Comp<br><b>Function Code</b>   | NO - this item is not marked for Lea<br><u>Account Number</u><br>07-2200-270-1-03<br><b>Object Code</b>  | rning Loss Set Aside Expenditure Allowable Use  |
| ne Item ID: 342-3-0094<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS Library Work Comp<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)  | NO - this item is not marked for Lea<br>Account Number<br>07-2200-270-1-03<br>Object Code<br>270 - Worker's Compensation   | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.   |
| ne Item ID: 342-3-0094<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS Library Work Comp<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures withing  | NO - this item is not marked for Lea<br>Account Number<br>07-2200-270-1-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add   | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| ne Item ID: 342-3-0094<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS Library Work Comp<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures withing<br>Employer contributions for workers comp   | NO - this item is not marked for Lea<br>Account Number<br>07-2200-270-1-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add   | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| ne Item ID: 342-3-0094<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS Library Work Comp<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures withing<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021  | NO - this item is not marked for Lea<br>Account Number<br>07-2200-270-1-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>pensation insurance on the premium pa                      | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| ne Item ID: 342-3-0094<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS Library Work Comp<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures withing<br>Employer contributions for workers component<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | NO - this item is not marked for Lea<br>Account Number<br>07-2200-270-1-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>pensation insurance on the premium pa<br>\$0               | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| ne Item ID: 342-3-0094<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS Library Work Comp<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures withing<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | NO - this item is not marked for Lea<br>Account Number<br>07-2200-270-1-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$0 | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| ne Item ID: 342-3-0094<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS Library Work Comp<br>Function Code<br>2200 - Support Services (Instructional  | NO - this item is not marked for Lea<br>Account Number<br>07-2200-270-1-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$3 | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ress a COVID-19 need         ay incentives. |
| ne Item ID: 342-3-0094<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS Library Work Comp<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures withing<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | NO - this item is not marked for Lea  Account Number 07-2200-270-1-03  Object Code 270 - Worker's Compensation  in the account and how they will add pensation insurance on the premium pa \$0 \$0 \$3 \$3 \$3 \$3 \$3 \$      | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.         ress a COVID-19 need<br>ay incentives.         Status |

| ne Item ID: 342-3-0095   |  |  |
|--|--|--|
| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
| Account Name   | Account Number   |  |
| ESSER III MS Library Work Comp   | 07-2200-270-2-03   |  |
| Function Code  | Object Code  | Allowable Use  |
| 2200 - Support Services (Instructional<br>Staff)   | 270 - Worker's Compensation  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures with  | in the account and how they will add   | ress a COVID-19 need   |
| mployer contributions for workers com  | pensation insurance on the premium pa  | y incentives.  |
| udgeted Expenditures in SFY 2021   | \$0  |  |
| Sudgeted Expenditures in SFY 2022  | \$0  |  |
| Budgeted Expenditures in SFY 2023  | \$1  |  |
| Budgeted Expenditures in SFY 2024  | \$1  | <u>Status</u>  |
| Fotal Expenditures   | \$2  | Task Force Review  |
|  |  |  |
| ine Item Comment from KSDE   |  |  |
| ine Item Comment from KSDE   |  |  |
| New line item-   |  |  |
| New line item-   |  |  |
| New line item-<br>ne Item ID: 342-3-0096   | Is this Item for the 20% Minimuim  | n Learning Loss Set Aside Expenditure  |
| Jew line item-<br>ne Item ID: 342-3-0096   | <b>Is this Item for the 20% Minimuim</b><br>NO - this item is not marked for Lea   | -  |
| New line item-<br>ne Item ID: 342-3-0096<br>Allocation Type<br>Direct Allocation   |  | -  |
| New line item-<br>ne Item ID: 342-3-0096<br>Allocation Type<br>Direct Allocation<br>Account Name   | NO - this item is not marked for Lea   | -  |
| New line item-<br>the Item ID: 342-3-0096<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III HS Library Work Comp  | NO - this item is not marked for Lea<br><u>Account Number</u>  | -  |
|  | NO - this item is not marked for Lea<br><u>Account Number</u><br>07-2200-270-3-03  | rning Loss Set Aside Expenditure Allowable Use 16 - Other activities necessary to  |
| New line item-<br>The Item ID: 342-3-0096<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III HS Library Work Comp<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)   | NO - this item is not marked for Lea<br>Account Number<br>07-2200-270-3-03<br>Object Code<br>270 - Worker's Compensation   | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| New line item-<br>The Item ID: 342-3-0096<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III HS Library Work Comp<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures withing   | NO - this item is not marked for Lea<br>Account Number<br>07-2200-270-3-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will address   | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.   |
| Jew line item-<br>le Item ID: 342-3-0096<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SSER III HS Library Work Comp<br>Function Code<br>200 - Support Services (Instructional<br>itaff)<br>Please describe the expenditures with<br>imployer contributions for workers comp  | NO - this item is not marked for Lea<br>Account Number<br>07-2200-270-3-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium pa                       | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ress a COVID-19 need                         |
| Jew line item-<br>Je Item ID: 342-3-0096<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SSER III HS Library Work Comp<br>Function Code<br>200 - Support Services (Instructional<br>itaff)<br>Please describe the expenditures withing<br>imployer contributions for workers comp<br>Budgeted Expenditures in SFY 2021  | NO - this item is not marked for Lea<br>Account Number<br>07-2200-270-3-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>pensation insurance on the premium pa<br>\$0                 | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.   |
| Jew line item-<br>Je Item ID: 342-3-0096<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SSER III HS Library Work Comp<br>Function Code<br>200 - Support Services (Instructional<br>taff)<br>Please describe the expenditures withing<br>mployer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | NO - this item is not marked for Lea<br>Account Number<br>07-2200-270-3-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will added<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$0 | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.   |
| New line item-<br>The Item ID: 342-3-0096<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III HS Library Work Comp<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures within<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | NO - this item is not marked for Lea<br>Account Number<br>07-2200-270-3-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$1  | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ress a COVID-19 need         any incentives. |
| New line item-<br>The Item ID: 342-3-0096<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III HS Library Work Comp<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures within<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | NO - this item is not marked for Lea  Account Number 07-2200-270-3-03  Object Code 270 - Worker's Compensation  in the account and how they will add pensation insurance on the premium pa \$0 \$0 \$1 \$1 \$1 \$1 \$1 \$ }      | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.         ress a COVID-19 need<br>by incentives.         Status  |
| Allocation Type<br>Direct Allocation<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III HS Library Work Comp<br>Function Code<br>2200 - Support Services (Instructional<br>Etaff)<br>Please describe the expenditures with<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023        | NO - this item is not marked for Lea<br>Account Number<br>07-2200-270-3-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$1  | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ress a COVID-19 need         any incentives. |
| New line item-<br>The Item ID: 342-3-0096<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III HS Library Work Comp<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures within<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | NO - this item is not marked for Lea  Account Number 07-2200-270-3-03  Object Code 270 - Worker's Compensation  in the account and how they will add pensation insurance on the premium pa \$0 \$0 \$1 \$1 \$1 \$1 \$1 \$ }      | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.         ress a COVID-19 need<br>by incentives.         Status  |

| ne Item ID: 342-3-0097   |  |   |
|--|--|---|
| Allocation Type  | Is this Item for the 20% Minimuim  | n Learning Loss Set Aside Expenditure   |
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure   |   |
| Account Name   | Account Number   |   |
| ESSER III CO Sec Work Comp   | 07-2310-270-0-03   |   |
| Function Code  | Object Code  | Allowable Use   |
| 2310 - Board of Education Services   | 270 - Worker's Compensation  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures with  | in the account and how they will add   | ress a COVID-19 need  |
| Employer contributions for workers com   | pensation insurance on the premium pa  | y incentives.   |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | \$0<br>\$0   |   |
| Budgeted Expenditures in SFY 2023  | \$2  |   |
| Budgeted Expenditures in SFY 2024  | \$2  | <u>Status</u>   |
| Total Expenditures   | \$4  | Task Force Review   |
|  |  |   |
|  |  |   |
| Line Item Comment from KSDE  |  |   |
| Line Item Comment from KSDE<br>New line item-  |  |   |
| New line item-   |  |   |
| New line item-<br>ne Item ID: 342-3-0098   | Is this Item for the 20% Minimuim  | <u>n Learning Loss Set Aside Expenditure</u>  |
| New line item-<br>ne Item ID: 342-3-0098<br>Allocation Type  | <u>Is this Item for the 20% Minimuim</u><br>NO - this item is not marked for Lea   | •   |
| New line item-<br>ne Item ID: 342-3-0098<br><u>Allocation Type</u><br>Direct Allocation  |  | •   |
| New line item-<br>ne Item ID: 342-3-0098<br>Allocation Type<br>Direct Allocation<br>Account Name   | NO - this item is not marked for Lea   | •   |
| New line item-<br>ne Item ID: 342-3-0098<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Supt Work Comp   | NO - this item is not marked for Lear<br><u>Account Number</u><br>07-2321-270-0-03   | •   |
| New line item-<br>ne Item ID: 342-3-0098<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Supt Work Comp<br>Function Code<br>2321 - Office of the Superintendent   | NO - this item is not marked for Lea<br>Account Number   | rning Loss Set Aside Expenditure  |
| New line item-<br>ne Item ID: 342-3-0098<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Supt Work Comp<br>Function Code<br>2321 - Office of the Superintendent<br>Services   | NO - this item is not marked for Lean<br>Account Number<br>07-2321-270-0-03<br>Object Code<br>270 - Worker's Compensation  | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.   |
| New line item-<br>ne Item ID: 342-3-0098<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Supt Work Comp<br>Function Code<br>2321 - Office of the Superintendent<br>Services<br>Please describe the expenditures with  | NO - this item is not marked for Lean<br>Account Number<br>07-2321-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu   | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| New line item-<br>ne Item ID: 342-3-0098<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Supt Work Comp<br>Function Code<br>2321 - Office of the Superintendent<br>Services<br>Please describe the expenditures with<br>Employer contributions for workers com  | NO - this item is not marked for Lean<br>Account Number<br>07-2321-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will adduced<br>pensation insurance on the premium para                               | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| New line item-<br>ne Item ID: 342-3-0098<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Supt Work Comp<br>Function Code<br>2321 - Office of the Superintendent<br>Services<br>Please describe the expenditures with<br>Employer contributions for workers com<br>Budgeted Expenditures in SFY 2021   | NO - this item is not marked for Lead<br>Account Number<br>07-2321-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium pa<br>\$0                             | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.   |
| New line item-<br>ne Item ID: 342-3-0098<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Supt Work Comp<br>Function Code<br>2321 - Office of the Superintendent<br>Services<br>Please describe the expenditures with<br>Employer contributions for workers com<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | NO - this item is not marked for Lead<br>Account Number<br>07-2321-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$0               | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| New line item-<br>ne Item ID: 342-3-0098<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Supt Work Comp<br>Function Code<br>2321 - Office of the Superintendent<br>Services<br>Please describe the expenditures with<br>Employer contributions for workers com<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | NO - this item is not marked for Lear<br>Account Number<br>07-2321-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$2               | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.         ress a COVID-19 need<br>any incentives.               |
| New line item-<br>ne Item ID: 342-3-0098<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Supt Work Comp<br>Function Code<br>2321 - Office of the Superintendent<br>Services<br>Please describe the expenditures with<br>Employer contributions for workers com<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | NO - this item is not marked for Lead<br>Account Number<br>07-2321-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$0               | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| New line item-<br>ne Item ID: 342-3-0098<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Supt Work Comp<br>Function Code<br>2321 - Office of the Superintendent<br>Services<br>Please describe the expenditures with<br>Employer contributions for workers com<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | NO - this item is not marked for Lear<br>Account Number<br>07-2321-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$2<br>\$2<br>\$2 | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.         ress a COVID-19 need<br>by incentives.         Status |
|  | NO - this item is not marked for Lear<br>Account Number<br>07-2321-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$2<br>\$2<br>\$2 | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.         ress a COVID-19 need<br>by incentives.         Status |

| ne Item ID: 342-3-0099   |  |   |
|--|--|---|
| Allocation Type  | Is this Item for the 20% Minimuim  | n Learning Loss Set Aside Expenditure   |
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure   |   |
| Account Name   | Account Number   |   |
| ESSER III GS Adm Work Comp   | 07-2410-270-1-03   |   |
| Function Code  | Object Code  | Allowable Use   |
| 2410 - Office of the Principal Services  | 270 - Worker's Compensation  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures with  | in the account and how they will add   | ress a COVID-19 need  |
| Employer contributions for workers com   | pensation insurance on the premium pa  | y incentives.   |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$0<br>\$0   |   |
| Budgeted Expenditures in SFY 2023  | \$5  |   |
| Budgeted Expenditures in SFY 2024  | \$5  | <u>Status</u>   |
| Total Expenditures   | \$10   | Task Force Review   |
|  |  |   |
|  |  |   |
| Line Item Comment from KSDE  |  |   |
|  |  |   |
| New line item-   |  |   |
| New line item-<br>ne Item ID: 342-3-0100   | Is this Item for the 20% Minimuim  | n Learning Loss Set Aside Expenditure   |
| New line item-<br>ne Item ID: 342-3-0100<br>Allocation Type  | <b>Is this Item for the 20% Minimuim</b><br>NO - this item is not marked for Lea   |   |
| New line item-<br>ne Item ID: 342-3-0100<br>Allocation Type<br>Direct Allocation   |  |   |
| New line item-<br>ne Item ID: 342-3-0100<br>Allocation Type<br>Direct Allocation<br>Account Name   | NO - this item is not marked for Lea   |   |
| New line item-<br>ne Item ID: 342-3-0100<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Admin Work Comp   | NO - this item is not marked for Lea<br>Account Number   |   |
| New line item-<br>ne Item ID: 342-3-0100<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Admin Work Comp<br>Function Code  | NO - this item is not marked for Lear<br><u>Account Number</u><br>07-2410-270-2-03   | rning Loss Set Aside Expenditure  |
| New line item-<br>ne Item ID: 342-3-0100<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Admin Work Comp<br>Function Code<br>2410 - Office of the Principal Services   | NO - this item is not marked for Lear<br>Account Number<br>07-2410-270-2-03<br>Object Code<br>270 - Worker's Compensation  | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.                                      |
| New line item-<br>he Item ID: 342-3-0100<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Admin Work Comp<br>Function Code<br>2410 - Office of the Principal Services<br>Please describe the expenditures withing   | NO - this item is not marked for Lead<br>Account Number<br>07-2410-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu   | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.                                      |
| New line item-<br>The Item ID: 342-3-0100<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Admin Work Comp<br>Function Code<br>2410 - Office of the Principal Services<br>Please describe the expenditures within<br>Employer contributions for workers comp  | NO - this item is not marked for Lead<br>Account Number<br>07-2410-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium pa  | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.                                      |
| New line item-<br>The Item ID: 342-3-0100<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Admin Work Comp<br>Function Code<br>2410 - Office of the Principal Services<br>Please describe the expenditures within<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021   | NO - this item is not marked for Lear<br>Account Number<br>07-2410-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will adduced<br>pensation insurance on the premium para<br>\$0  | Allowable Use         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         ress a COVID-19 need                         |
| New line item-<br>ne Item ID: 342-3-0100<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Admin Work Comp<br>Function Code<br>2410 - Office of the Principal Services<br>Please describe the expenditures within<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | NO - this item is not marked for Lead<br>Account Number<br>07-2410-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium pa  | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.                                      |
| New line item-<br>ne Item ID: 342-3-0100<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Admin Work Comp<br>Function Code<br>2410 - Office of the Principal Services<br>Please describe the expenditures within<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | NO - this item is not marked for Lead<br>Account Number<br>07-2410-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$0   | Allowable Use         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         ress a COVID-19 need                         |
| Line Item Comment from KSDE New line item- ne Item ID: 342-3-0100 Allocation Type Direct Allocation Account Name ESSER III MS Admin Work Comp Function Code 2410 - Office of the Principal Services Please describe the expenditures withit Employer contributions for workers comp Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2023 Budgeted Expenditures in SFY 2023 Budgeted Expenditures in SFY 2024 Total Expenditures | NO - this item is not marked for Lear<br>Account Number<br>07-2410-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium par<br>\$0<br>\$0<br>\$0<br>\$4   | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.                                      |
| New line item-<br>ne Item ID: 342-3-0100<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Admin Work Comp<br>Function Code<br>2410 - Office of the Principal Services<br>Please describe the expenditures withis<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024         | NO - this item is not marked for Lear<br>Account Number<br>07-2410-270-2-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$1<br>\$2<br>\$0<br>\$2<br>\$0<br>\$2<br>\$2<br>\$2<br>\$2<br>\$2<br>\$2<br>\$2<br>\$2<br>\$2<br>\$2 | Allowable Use         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         ress a COVID-19 need         any incentives. |

| ne Item ID: 342-3-0101  |  |   |
|---|--|---|
| Allocation Type   | Is this Item for the 20% Minimuim  | n Learning Loss Set Aside Expenditure   |
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure   |   |
| Account Name  | Account Number   |   |
| ESSER III HS Admin Work Comp  | 07-2410-270-3-03   |   |
| Function Code   | Object Code  | Allowable Use   |
| 2410 - Office of the Principal Services   | 270 - Worker's Compensation  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures with   | in the account and how they will add   | ress a COVID-19 need  |
| •   | pensation insurance on the premium pa  |   |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2021   | \$0<br>\$0   |   |
| Budgeted Expenditures in SFY 2023   | \$2  |   |
| Budgeted Expenditures in SFY 2024   | \$2  | <u>Status</u>   |
| Total Expenditures  | \$4  | Task Force Review   |
|   |  |   |
|   |  |   |
| Line Item Comment from KSDE   |  |   |
| Line Item Comment from KSDE   |  |   |
|   |  |   |
| New line item-<br>ne Item ID: 342-3-0102  | Is this Item for the 20% Minimuim  | n Learning Loss Set Aside Expenditure   |
| New line item-<br>ne Item ID: 342-3-0102  | <b>Is this Item for the 20% Minimuim</b><br>NO - this item is not marked for Lea   | •   |
| New line item-<br>ne Item ID: 342-3-0102<br>Allocation Type<br>Direct Allocation  | NO - this item is not marked for Lea   | •   |
| New line item-<br>ne Item ID: 342-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name  |  | •   |
| New line item-<br>ne Item ID: 342-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CO Work Comp  | NO - this item is not marked for Lear<br><u>Account Number</u><br>07-2510-270-0-03   | •   |
| New line item-<br>The Item ID: 342-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CO Work Comp<br>Function Code  | NO - this item is not marked for Lea<br>Account Number   | rning Loss Set Aside Expenditure Allowable Use  |
| New line item-<br>the Item ID: 342-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CO Work Comp<br>Function Code  | NO - this item is not marked for Lear<br>Account Number<br>07-2510-270-0-03<br>Object Code   | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to maintain LEA operations and services  |
| New line item-<br>the Item ID: 342-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CO Work Comp<br>Function Code  | NO - this item is not marked for Lear<br>Account Number<br>07-2510-270-0-03<br>Object Code   | rning Loss Set Aside Expenditure Allowable Use 16 - Other activities necessary to   |
| New line item-<br>The Item ID: 342-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CO Work Comp<br>Function Code<br>2510 - Fiscal Services  | NO - this item is not marked for Lean<br>Account Number<br>07-2510-270-0-03<br>Object Code<br>270 - Worker's Compensation  | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.   |
| Vew line item-<br>le Item ID: 342-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SSER III CO Work Comp<br>Function Code<br>2510 - Fiscal Services<br>Please describe the expenditures with   | NO - this item is not marked for Lean<br>Account Number<br>07-2510-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu   | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| New line item-<br>The Item ID: 342-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CO Work Comp<br>Eunction Code<br>2510 - Fiscal Services<br>Please describe the expenditures with<br>Employer contributions for workers com   | NO - this item is not marked for Lean<br>Account Number<br>07-2510-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu   | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Vew line item-<br>The Item ID: 342-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SSER III CO Work Comp<br>Function Code<br>2510 - Fiscal Services<br>Please describe the expenditures with<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021  | NO - this item is not marked for Lead<br>Account Number<br>07-2510-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium pa                                    | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Vew line item-<br>le Item ID: 342-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SSER III CO Work Comp<br>Function Code<br>2510 - Fiscal Services<br>Please describe the expenditures with<br>Simployer contributions for workers com<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | NO - this item is not marked for Lead<br>Account Number<br>07-2510-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will adduced<br>pensation insurance on the premium para<br>\$0                        | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Vew line item-<br>The Item ID: 342-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CO Work Comp<br>Function Code<br>2510 - Fiscal Services<br>Please describe the expenditures with<br>Employer contributions for workers com<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | NO - this item is not marked for Lead<br>Account Number<br>07-2510-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$0               | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| New line item-<br>The Item ID: 342-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CO Work Comp<br>Function Code<br>2510 - Fiscal Services<br>Please describe the expenditures withis<br>Employer contributions for workers com<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | NO - this item is not marked for Lead<br>Account Number<br>07-2510-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium par<br>\$0<br>\$0<br>\$2              | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ress a COVID-19 need         ay incentives. |
| New line item-  | NO - this item is not marked for Lead<br>Account Number<br>07-2510-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$2<br>\$2<br>\$2 | rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.         ress a COVID-19 need<br>ay incentives.         Status |

| Illocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |  |
|---|---|--|
| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure   |  |
| Account Name  | Account Number  |  |
| ESSER III GS Group Ins  | 07-1000-210-1-03  |  |
| Function Code   | Object Code   | Allowable Use  |
| 1000 - Instruction  | 210 - Group Insurance   | 12 - Addressing learning loss among  |
|   |   | students, including vulnerable populations.  |
| Please describe the expenditures with   | in the account and how they will add  | lress a COVID-19 need  |
| Employer contributions of health and de   | •   |  |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | \$0<br>\$0  |  |
| Budgeted Expenditures in SFY 2023   | \$216   |  |
| Budgeted Expenditures in SFY 2024   | \$32,685  | Status   |
| Total Expenditures  | \$32,901  | Task Force Review  |
| Change Desugation is the second fa  |   |  |
| Change Request- previously approved fo  | or line item 7 amount of \$55,393   |  |
| Change Request- previously approved fo  | or line item 7 amount of \$55,393   |  |
| ne Item ID: 342-3-0104 Allocation Type  | Is this Item for the 20% Minimuin   | n Learning Loss Set Aside Expenditure  |
| ne Item ID: 342-3-0104 Allocation Type  |   | •  |
|   | Is this Item for the 20% Minimuin   | •  |
| ne Item ID: 342-3-0104<br>Allocation Type<br>Direct Allocation<br>Account Name  | <u>Is this Item for the 20% Minimuin</u><br>NO - this item is not marked for Lea  | •  |
| ine Item ID: 342-3-0104<br>Allocation Type<br>Direct Allocation   | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number   | •  |
| ne Item ID: 342-3-0104<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>ESSER III Plant Oper Work Comp<br>Function Code<br>2600 - Operation and Maintenance of  | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>07-2600-270-0-03   | Allowable Use  |
| ne Item ID: 342-3-0104<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Plant Oper Work Comp<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except  | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>07-2600-270-0-03<br>Object Code  | Allowable Use 16 - Other activities necessary to maintain LEA operations and services  |
| ne Item ID: 342-3-0104<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Plant Oper Work Comp<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except  | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>07-2600-270-0-03<br>Object Code  | Allowable Use  |
| ne Item ID: 342-3-0104<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Plant Oper Work Comp<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)   | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>07-2600-270-0-03<br>Object Code<br>270 - Worker's Compensation   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| ne Item ID: 342-3-0104<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Plant Oper Work Comp<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures withing   | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>07-2600-270-0-03<br>Object Code<br>270 - Worker's Compensation   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Iress a COVID-19 need                             |
| ne Item ID: 342-3-0104<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Plant Oper Work Comp<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures withing<br>Employer contributions for workers comp  | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>07-2600-270-0-03<br>Object Code<br>270 - Worker's Compensation   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Iress a COVID-19 need                             |
| ne Item ID: 342-3-0104<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Plant Oper Work Comp<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures withing<br>Employer contributions for workers components<br>Budgeted Expenditures in SFY 2021   | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>07-2600-270-0-03<br>Object Code<br>270 - Worker's Compensation   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Iress a COVID-19 need                             |
| ne Item ID: 342-3-0104<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Plant Oper Work Comp<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures withi<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>07-2600-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>pensation insurance on the premium para  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Iress a COVID-19 need                             |
| ne Item ID: 342-3-0104<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Plant Oper Work Comp<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures withi<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                       | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>07-2600-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>pensation insurance on the premium pa<br>\$0<br>\$0                            | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Iress a COVID-19 need                             |
| ine Item ID: 342-3-0104<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>ESSER III Plant Oper Work Comp   | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>07-2600-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$0<br>\$274            | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Iress a COVID-19 need<br>ay incentives.           |
| ne Item ID: 342-3-0104<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Plant Oper Work Comp<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures withis<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>07-2600-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$274<br>\$274<br>\$274 | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Iress a COVID-19 need<br>ay incentives.<br>Status |

| ine Item ID: 342-3-0105   |  |   |
|---|--|---|
| Allocation Type   | Is this Item for the 20% Minimuim  | n Learning Loss Set Aside Expenditure   |
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure   |   |
| Account Name  | Account Number   |   |
| ESSER III Driver Work Comp  | 07-2710-270-0-03   |   |
| Function Code   | Object Code  | Allowable Use   |
| 2710 - Vehicle Operation  | 270 - Worker's Compensation  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures with   | in the account and how they will add   | ress a COVID-19 need  |
| Employer contributions for workers com  | pensation insurance on the premium pa  | ay incentives.  |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2022   | \$0<br>\$0   |   |
| Budgeted Expenditures in SFY 2023   | \$235  |   |
| Budgeted Expenditures in SFY 2024   | \$235  | <u>Status</u>   |
| Total Expenditures  | \$470  | Task Force Review   |
|   |  |   |
| Line Item Comment from KCDE   |  |   |
| Line Item Comment from KSDE   |  |   |
| Line Item Comment from KSDE<br>New line item-   |  |   |
|   |  |   |
| New line item-<br>ne Item ID: 342-3-0106  | Is this Item for the 20% Minimuim  | <u>1 Learning Loss Set Aside Expenditure</u>  |
| New line item-  | <u>Is this Item for the 20% Minimuim</u><br>NO - this item is not marked for Lea   | •   |
| New line item-<br>ne Item ID: 342-3-0106<br>Allocation Type<br>Direct Allocation  |  | •   |
| New line item-<br>ne Item ID: 342-3-0106<br>Allocation Type   | NO - this item is not marked for Lea   | •   |
| New line item-<br>ne Item ID: 342-3-0106<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Mechanic Work Comp  | NO - this item is not marked for Lea<br><u>Account Number</u><br>07-2730-270-0-03  | •   |
| New line item-<br>ne Item ID: 342-3-0106<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Mechanic Work Comp<br>Function Code   | NO - this item is not marked for Lea<br><u>Account Number</u>  | rning Loss Set Aside Expenditure  |
| New line item-<br>ne Item ID: 342-3-0106<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Mechanic Work Comp<br>Function Code<br>2730 - Vehicle Servicing and   | NO - this item is not marked for Lea<br><u>Account Number</u><br>07-2730-270-0-03<br><b>Object Code</b>  | Allowable Use 16 - Other activities necessary to maintain LEA operations and services   |
| New line item-<br>ne Item ID: 342-3-0106<br>Allocation Type<br>Direct Allocation<br>Account Name  | NO - this item is not marked for Lea<br><u>Account Number</u><br>07-2730-270-0-03<br><b>Object Code</b>  | Allowable Use   |
| New line item-<br>ne Item ID: 342-3-0106<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Mechanic Work Comp<br>Function Code<br>2730 - Vehicle Servicing and<br>Maintenance  | NO - this item is not marked for Lea<br>Account Number<br>07-2730-270-0-03<br>Object Code<br>270 - Worker's Compensation   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| New line item-<br>ne Item ID: 342-3-0106<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Mechanic Work Comp<br>Function Code<br>2730 - Vehicle Servicing and<br>Maintenance<br>Please describe the expenditures with   | NO - this item is not marked for Lea<br>Account Number<br>07-2730-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need                             |
| New line item-<br>ne Item ID: 342-3-0106<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Mechanic Work Comp<br>Function Code<br>2730 - Vehicle Servicing and<br>Maintenance<br>Please describe the expenditures with<br>Employer contributions for workers com   | NO - this item is not marked for Lea<br>Account Number<br>07-2730-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need                             |
| New line item-<br>ne Item ID: 342-3-0106<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Mechanic Work Comp<br>Function Code<br>2730 - Vehicle Servicing and<br>Maintenance<br>Please describe the expenditures with<br>Employer contributions for workers comp<br>Budgeted Expenditures in SFY 2021   | NO - this item is not marked for Lea<br>Account Number<br>07-2730-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will adduced<br>pensation insurance on the premium para                  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need                             |
| New line item-<br>ne Item ID: 342-3-0106<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Mechanic Work Comp<br>Function Code<br>2730 - Vehicle Servicing and<br>Maintenance<br>Please describe the expenditures with<br>Employer contributions for workers com<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | NO - this item is not marked for Lea<br>Account Number<br>07-2730-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will add<br>pensation insurance on the premium pa<br>\$0                 | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need                             |
| New line item-<br>ne Item ID: 342-3-0106<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Mechanic Work Comp<br>Function Code<br>2730 - Vehicle Servicing and<br>Maintenance<br>Please describe the expenditures with<br>Employer contributions for workers com<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | NO - this item is not marked for Lea<br>Account Number<br>07-2730-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$0  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need                             |
| New line item-<br>ne Item ID: 342-3-0106<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Mechanic Work Comp<br>Function Code<br>2730 - Vehicle Servicing and   | NO - this item is not marked for Lea<br>Account Number<br>07-2730-270-0-03<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addu<br>pensation insurance on the premium pa<br>\$0<br>\$0<br>\$18 | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need<br>ay incentives.           |
| New line item-<br>ne Item ID: 342-3-0106<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Mechanic Work Comp<br>Function Code<br>2730 - Vehicle Servicing and<br>Maintenance<br>Please describe the expenditures with<br>Employer contributions for workers com<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | NO - this item is not marked for Lea Account Number 07-2730-270-0-03 Object Code 270 - Worker's Compensation in the account and how they will adde pensation insurance on the premium pa \$0 \$0 \$18 \$18 \$18 \$18             | Allowable Use          16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         ress a COVID-19 need         ay incentives. |

| Allocation Type  | Is this Item for the 20% Mini   | nuim Learning Loss Set Aside Expenditure  |
|--|---|---|
| Direct Allocation  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |   |
| Account Name   | Account Number  |   |
| ESSER III Food Serv Work Comp  | 07-3100-270-0-03  |   |
| Function Code  | Object Code   | Allowable Use   |
| 3100 - Food Service Operations   | 270 - Worker's Compensation   | 16 - Other activities necessary to  |
|  |   | maintain LEA operations and services  |
| Please describe the expenditures with<br>Employer contributions for workers co   | •   | and employ existing LEA staff.<br>address a COVID-19 need                                       |
| Employer contributions for workers co  | •   | and employ existing LEA staff.<br>address a COVID-19 need                                       |
| •  | mpensation insurance on the premiu  | and employ existing LEA staff.<br>address a COVID-19 need                                       |
| Employer contributions for workers co<br>Budgeted Expenditures in SFY 2021   | mpensation insurance on the premiu<br>\$0   | and employ existing LEA staff.<br>address a COVID-19 need                                       |
| Employer contributions for workers con<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | mpensation insurance on the premiu<br>\$0<br>\$0  | and employ existing LEA staff.<br>address a COVID-19 need                                       |
| Employer contributions for workers con<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | mpensation insurance on the premiu<br>\$0<br>\$0<br>\$92  | and employ existing LEA staff.<br>address a COVID-19 need<br>m pay incentives.                  |
| Employer contributions for workers con<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | mpensation insurance on the premiu<br>\$0<br>\$0<br>\$92<br>\$92  | and employ existing LEA staff.<br>address a COVID-19 need<br>m pay incentives.<br><u>Status</u> |

| Direct Allocation           | NO - this item is not marked for Lear | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
|-----------------------------|---------------------------------------|--|--|
| Account Name                | Account Number                        | Account Number   |  |
| ESSER III GS Teacher Salary | 07-1000-111-1-03                      | 07-1000-111-1-03   |  |
| Function Code               | Object Code                           | Allowable Use  |  |
| 1000 - Instruction          | 111 - Full-Time Certified Salaries    | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |

Premium pay for the recruitment and retention of certified teachers. The recruitment incentive will be no more than \$500 for each new teacher. The retention incentive will be no more than \$500 per semester for each returning teacher. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 16 staff members will receive the premium pay.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$16,000 |               |
| Budgeted Expenditures in SFY 2024 | \$16,000 | <u>Status</u> |
| Total Expenditures                | \$32,000 | Approved      |
|                                   |          |               |
| Line Item ID: 342-3-0002          |          |               |

| Direct Allocation           | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
|-----------------------------|--|--|--|
| Account Name                | Account Number   |  |  |
| ESSER III MS Teacher Salary | 07-1000-111-2-03   |  |  |
| Function Code               | Object Code  | Allowable Use  |  |
| 1000 - Instruction          | 111 - Full-Time Certified Salaries                                   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |

Premium pay for the recruitment and retention of certified teachers. The recruitment incentive will be no more than \$500 for each new teacher. The retention incentive will be no more than \$500 per semester for each returning teacher. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 6 staff members will receive the premium pay.

| 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  | <u>Status</u> |
| –<br>Total Expenditures           | \$12,000 | Approved      |
|                                   |          |               |
| Line Item ID: 342-3-0003          |          |               |

| <u>Allocation Type</u><br>Direct Allocation | <u>Is this Item for the 20% Minimuim</u><br>NO - this item is not marked for Lean | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
|---|---|--|--|
| Account Name                                | Account Number  |  |  |
| ESSER III HS Teacher Salary                 | 07-1000-111-3-03  |  |  |
| Function Code                               | Object Code   | Allowable Use  |  |
| 1000 - Instruction                          | 111 - Full-Time Certified Salaries  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |

Premium pay for the recruitment and retention of certified teachers. The recruitment incentive will be no more than \$500 for each new teacher. The retention incentive will be no more than \$500 per semester for each returning teacher. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 14 staff members will receive the premium pay.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$14,000 |               |
| Budgeted Expenditures in SFY 2024 | \$14,000 | <u>Status</u> |
| Total Expenditures                | \$28,000 | Approved      |
|                                   |          |               |
| Line Item ID: 342-3-0004          |          |               |

| <u>Allocation Type</u><br>Direct Allocation      | <b>Is this Item for the 20% Minimuim Le</b><br>YES - this item is marked for Learning Lo | •   |
|--|--|---|
| <u>Account Name</u><br>ESSER III GS Para Support | Account Number<br>07-1000-121-1-03   |   |
| Function Code                                    | Object Code  | Allowable Use   |
| 1000 - Instruction                               | 121 - Full-Time Non-Certified Salaries   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

Hired three additional paraprofessionals. Two paraprofessionals are working in primary grade classrooms. Their roles include assisting in the administering of the FASTBridge screeners to identify students with learning loss and to use approved interventions when working with identified students. These paras will greatly help directing those interventions in small group settings.

The third paraprofessional is working in the Title department for students experiencing learning loss. This individual will also assist with the administration of the FASTBridge screener to identify students with learning loss. This person will allow for smaller group sizes due to the increased identification of students with learning loss.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$8,799  |               |
| Budgeted Expenditures in SFY 2024 | \$39,582 | <u>Status</u> |
| –<br>Total Expenditures           | \$48,381 | Approved      |
|                                   |          |               |
| Line Item ID: 342-3-0005          |          |               |

|  | <u>Is this Item for the 20% Minimuim L</u>   | •  |
|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learni  | ng Loss Set Aside Expenditure  |
| Account Name   | Account Number   |  |
| ESSER III GS Para Support  | 07-1000-121-1-03   |  |
| Function Code  | Object Code  | Allowable Use  |
| 1000 - Instruction   | 121 - Full-Time Non-Certified Salaries   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                 |
| Please describe the expenditures with  | in the account and how they will addres  | ss a COVID-19 need   |
| each new paraprofessional. The retentio<br>paraprofessional. Working in a school d   | tention of paraprofessionals. The recruitme<br>n incentive will be no more than \$500 per s<br>uring a pandemic is stressful and requires a<br>difficult under normal circumstances, but e   | semester for each returning<br>all staff to go above and beyond their  |
| Budgeted Expenditures in SFY 2021  | \$0  |  |
| Budgeted Expenditures in SFY 2022  | \$0  |  |
| Budgeted Expenditures in SFY 2023  | \$7,000  |  |
| Budgeted Expenditures in SFY 2024  | \$7,000  | <u>Status</u>  |
| Total Expenditures   | \$14,000   | Approved   |
| ne Item ID: 342-3-0008   |  |  |
| Allocation Type  | Is this Item for the 20% Minimuim L  |  |
| Allocation Type  | <u>Is this Item for the 20% Minimuim L</u><br>YES - this item is marked for Learning I   |  |
| ine Item ID: 342-3-0008<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u>  |  |  |
| Allocation Type<br>Direct Allocation<br>Account Name   | YES - this item is marked for Learning I   | •  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS FICA  | YES - this item is marked for Learning I<br>Account Number   |  |
| <u>Allocation Type</u><br>Direct Allocation  | YES - this item is marked for Learning I<br><u>Account Number</u><br>07-1000-220-1-03  | oss Set Aside Expenditure  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS FICA<br>Function Code<br>1000 - Instruction   | YES - this item is marked for Learning I<br>Account Number<br>07-1000-220-1-03<br>Object Code<br>220 - Social Security Contributions   | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations.                                |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS FICA<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with  | YES - this item is marked for Learning I<br><u>Account Number</u><br>07-1000-220-1-03<br><b>Object Code</b>  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>as a COVID-19 need |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS FICA<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Employer contributions for social securit   | YES - this item is marked for Learning I<br>Account Number<br>07-1000-220-1-03<br>Object Code<br>220 - Social Security Contributions<br>hin the account and how they will address  | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. ss a COVID-19 need             |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS FICA<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with  | YES - this item is marked for Learning I<br>Account Number<br>07-1000-220-1-03<br>Object Code<br>220 - Social Security Contributions<br>hin the account and how they will address<br>ty and medicare taxes for the three addition                      | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. ss a COVID-19 need             |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS FICA<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Employer contributions for social securit<br>Budgeted Expenditures in SFY 2021                                      | YES - this item is marked for Learning I<br>Account Number<br>07-1000-220-1-03<br>Object Code<br>220 - Social Security Contributions<br>hin the account and how they will address<br>ty and medicare taxes for the three addition<br>\$0               | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. ss a COVID-19 need             |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS FICA<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Employer contributions for social securit<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | YES - this item is marked for Learning I<br>Account Number<br>07-1000-220-1-03<br>Object Code<br>220 - Social Security Contributions<br>hin the account and how they will address<br>ty and medicare taxes for the three addition<br>\$0<br>\$0<br>\$0 | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. ss a COVID-19 need             |

| Allocation Type   | Is this Item for the 20% Minimuim L   | •   |
|---|---|---|
| Direct Allocation   | NO - this item is not marked for Learn  | ing Loss Set Aside Expenditure  |
| Account Name  | Account Number  |   |
| ESSER III GS FICA   | 07-1000-220-1-03  |   |
| Function Code   | Object Code   | Allowable Use   |
| 1000 - Instruction  | 220 - Social Security Contributions   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures withi  | in the account and how they will addre  | ss a COVID-19 need  |
| Employer contributions for social security  | y and medicare taxes on the premium pay   | / incentives.   |
| Budgeted Expenditures in SFY 2021   | \$0   |   |
| Budgeted Expenditures in SFY 2022   | \$0   |   |
| Budgeted Expenditures in SFY 2023   | \$1,759   |   |
| buugeteu experiultures ili SFT 2025   |   |   |
|   | \$4,252   | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0010   | \$6,011   | Approved  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0010<br>Allocation Type<br>Direct Allocation   |   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0010<br>Allocation Type   | \$6,011<br>Is this Item for the 20% Minimuim L  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$6,011<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS FICA  | \$6,011<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0010<br>Allocation Type<br>Direct Allocation  | \$6,011<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-1000-220-2-03  | Approved<br>Learning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS FICA<br>Function Code<br>1000 - Instruction  | \$6,011<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-1000-220-2-03<br>Object Code   | Approved         Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.                            |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS FICA<br>Function Code<br>1000 - Instruction   | \$6,011<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-1000-220-2-03<br>Object Code<br>220 - Social Security Contributions  | Approved         Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS FICA<br>Function Code<br>1000 - Instruction   | \$6,011<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-1000-220-2-03<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address  | Approved         Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS FICA<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Employer contributions for social security   | \$6,011<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>07-1000-220-2-03<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>in the account and how they will addres</b><br>y and medicare taxes on the premium pay                      | Approved         Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS FICA<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Employer contributions for social security<br>Budgeted Expenditures in SFY 2021                                      | \$6,011<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>07-1000-220-2-03<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>in the account and how they will addres</b><br>y and medicare taxes on the premium pay<br>\$0               | Approved         Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0010<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS FICA<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Employer contributions for social security<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$6,011<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>07-1000-220-2-03<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>in the account and how they will addree</b><br>y and medicare taxes on the premium pay<br>\$0<br>\$0<br>\$0 | Approved         Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |

| Allocation Type   | Is this Item for the 20% Minimuim Le   | •   |
|---|--|---|
| Direct Allocation   | NO - this item is not marked for Learni  | ng Loss Set Aside Expenditure   |
| Account Name  | Account Number   |   |
| ESSER III HS FICA   | 07-1000-220-3-03   |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 220 - Social Security Contributions  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures withi  | in the account and how they will addres  | s a COVID-19 need   |
| Employer contributions for social security  | y and medicare taxes on the premium pay  | incentives.   |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2022   | \$0  |   |
| Budgeted Expenditures in SFY 2023   | \$1,070  |   |
|   |  |   |
|   | \$1,070  | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0012<br>Allocation Type  | \$2,140<br>Is this Item for the 20% Minimuim Le  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0012<br>Allocation Type<br>Direct Allocation   | \$2,140<br><b>Is this Item for the 20% Minimuim Le</b><br>YES - this item is marked for Learning L   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0012<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$2,140<br><b>Is this Item for the 20% Minimuim Le</b><br>YES - this item is marked for Learning Le<br><b>Account Number</b>   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0012<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS Unemp   | \$2,140<br><b>Is this Item for the 20% Minimuim Le</b><br>YES - this item is marked for Learning L<br><b>Account Number</b><br>07-1000-260-1-03  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0012<br>Allocation Type<br>Direct Allocation   | \$2,140<br><b>Is this Item for the 20% Minimuim Le</b><br>YES - this item is marked for Learning Le<br><b>Account Number</b>   | Approved<br>earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0012<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS Unemp<br>Function Code<br>1000 - Instruction  | \$2,140<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>07-1000-260-1-03<br>Object Code   | Approved  earning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.                       |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0012<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS Unemp<br>Function Code<br>1000 - Instruction  | \$2,140<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>07-1000-260-1-03<br>Object Code<br>260 - Unemployment Compensation  | Approved  Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  as a COVID-19 need                          |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0012<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS Unemp<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Employer contributions for unemployme   | \$2,140<br><b>Is this Item for the 20% Minimuim Le</b><br>YES - this item is marked for Learning L<br><b>Account Number</b><br>07-1000-260-1-03<br><b>Object Code</b><br>260 - Unemployment Compensation<br>in the account and how they will address   | Approved  Examing Loss Set Aside Expenditure  Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Sta a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0012<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS Unemp<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021                                      | \$2,140<br><b>Is this Item for the 20% Minimuim Lee</b><br>YES - this item is marked for Learning L<br><b>Account Number</b><br>07-1000-260-1-03<br><b>Object Code</b><br>260 - Unemployment Compensation<br><b>in the account and how they will address</b><br>nt taxes for the three additional paraprofe                        | Approved  Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  as a COVID-19 need                          |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0012<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS Unemp<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$2,140<br><b>Is this Item for the 20% Minimuim Lee</b><br>YES - this item is marked for Learning Lee<br><b>Account Number</b><br>07-1000-260-1-03<br><b>Object Code</b><br>260 - Unemployment Compensation<br><b>in the account and how they will address</b><br>In taxes for the three additional paraprofe<br>\$0               | Approved  Examing Loss Set Aside Expenditure  Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Sta a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0012<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III GS Unemp<br>Function Code<br>1000 - Instruction  | \$2,140<br><b>Is this Item for the 20% Minimuim Lee</b><br>YES - this item is marked for Learning Lee<br><b>Account Number</b><br>07-1000-260-1-03<br><b>Object Code</b><br>260 - Unemployment Compensation<br><b>in the account and how they will address</b><br>nt taxes for the three additional paraprofe<br>\$0<br>\$0<br>\$0 | Approved  Examing Loss Set Aside Expenditure  Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Sta a COVID-19 need |

|  | Is this Item for the 20% Minimuim Le  |   |
|--|---|---|
| Direct Allocation  | NO - this item is not marked for Learnir  | ng Loss Set Aside Expenditure   |
| Account Name   | Account Number  |   |
| ESSER III GS Unemp   | 07-1000-260-1-03  |   |
| Function Code  | Object Code   | Allowable Use   |
| 1000 - Instruction   | 260 - Unemployment Compensation   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures withi   | in the account and how they will address  | s a COVID-19 need   |
| Employer contributions for unemployme  | nt taxes on the premium pay incentives.   |   |
| Budgeted Expenditures in SFY 2021  | \$0   |   |
| Budgeted Expenditures in SFY 2022  | \$0   |   |
| Budgeted Expenditures in SFY 2023  | \$33  |   |
|  | <b>t a a</b>  | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024  | \$33  | otatas  |
| Total Expenditures   | <u>\$33</u><br>\$66   | Approved  |
| Total Expenditures   | <u>.</u>  |   |
| Total Expenditures ne Item ID: 342-3-0014 Allocation Type  | \$66<br>Is this Item for the 20% Minimuim Le  | Approved  |
| Total Expenditures ne Item ID: 342-3-0014 Allocation Type  | \$66  | Approved  |
| Total Expenditures ne Item ID: 342-3-0014 Allocation Type Direct Allocation  | \$66<br>Is this Item for the 20% Minimuim Le  | Approved  |
| Total Expenditures ne Item ID: 342-3-0014 Allocation Type Direct Allocation Account Name   | \$66<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin  | Approved  |
| Total Expenditures ne Item ID: 342-3-0014 Allocation Type Direct Allocation Account Name ESSER III MS Unemp  | \$66<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number  | Approved  |
| Total Expenditures ne Item ID: 342-3-0014 Allocation Type Direct Allocation Account Name ESSER III MS Unemp Function Code  | \$66<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnir<br>Account Number<br>07-1000-260-2-03  | Approved<br>Examing Loss Set Aside Expenditure<br>Ing Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0014<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Unemp<br>Function Code<br>1000 - Instruction   | \$66<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnir<br>Account Number<br>07-1000-260-2-03<br>Object Code   | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Total Expenditures ne Item ID: 342-3-0014 Allocation Type Direct Allocation Account Name ESSER III MS Unemp Function Code 1000 - Instruction   | \$66<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-1000-260-2-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address   | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Total Expenditures Ine Item ID: 342-3-0014 Allocation Type Direct Allocation Account Name ESSER III MS Unemp Function Code 1000 - Instruction Please describe the expenditures withi   | \$66<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-1000-260-2-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address   | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Total Expenditures Ine Item ID: 342-3-0014 Allocation Type Direct Allocation Account Name ESSER III MS Unemp Function Code 1000 - Instruction Please describe the expenditures withi Employer contributions for unemployme Budgeted Expenditures in SFY 2021                                   | \$66<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-1000-260-2-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>nt taxes on the premium pay incentives.                      | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Total Expenditures Ine Item ID: 342-3-0014 Allocation Type Direct Allocation Account Name ESSER III MS Unemp Function Code 1000 - Instruction Please describe the expenditures withi Employer contributions for unemployme Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$66<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-1000-260-2-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>in taxes on the premium pay incentives.<br>\$0               | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Total Expenditures Ine Item ID: 342-3-0014 Allocation Type Direct Allocation Account Name ESSER III MS Unemp Function Code 1000 - Instruction Please describe the expenditures withi Employer contributions for unemployme   | \$66<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-1000-260-2-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>nt taxes on the premium pay incentives.<br>\$0<br>\$0<br>\$0 | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

|   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
|---|---|--|
| Direct Allocation   |   | iy Loss Set Aside Expenditure  |
| Account Name  | Account Number  |  |
| ESSER III HS Unemp  | 07-1000-260-3-03  |  |
| Function Code   | Object Code   | Allowable Use  |
| 1000 - Instruction  | 260 - Unemployment Compensation   | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.   |
| Please describe the expenditures with   | in the account and how they will addres   | s a COVID-19 need  |
| Employer contributions for unemployme   | nt taxes on the premium pay incentives.   |  |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$0   |  |
| Budgeted Expenditures in SFY 2023   | \$14  |  |
| Budgeted Expenditures in SFY 2024   | \$14  | <u>Status</u>  |
| Total Expenditures  | \$28  | Approved   |
| ne Item ID: 342-3-0019  |   |  |
|   |   |  |
| Allocation Type   | Is this Item for the 20% Minimuim Le  | earning Loss Set Aside Expenditure   |
|   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure  |  |
| Direct Allocation   |   | •  |
|   |   | •  |
| Direct Allocation   | YES - this item is marked for Learning L  | •  |
| Direct Allocation Account Name  | YES - this item is marked for Learning L<br>Account Number  | •  |
| Direct Allocation<br>Account Name<br>ESSER III MS Inst Software   | YES - this item is marked for Learning L<br><u>Account Number</u><br>07-1000-653-2-03   | oss Set Aside Expenditure Allowable Use  |
| Direct Allocation<br><u>Account Name</u><br>ESSER III MS Inst Software<br>Function Code   | YES - this item is marked for Learning L<br><u>Account Number</u><br>07-1000-653-2-03<br><b>Object Code</b>   | oss Set Aside Expenditure Allowable Use  |
| Direct Allocation<br>Account Name<br>ESSER III MS Inst Software<br>Function Code<br>1000 - Instruction  | YES - this item is marked for Learning L<br>Account Number<br>07-1000-653-2-03<br>Object Code<br>653 - Software   | oss Set Aside Expenditure Allowable Use 12 - Addressing learning loss among students, including vulnerable populations.  |
| Direct Allocation Account Name ESSER III MS Inst Software Function Code 1000 - Instruction Please describe the expenditures within  | YES - this item is marked for Learning L<br><u>Account Number</u><br>07-1000-653-2-03<br><b>Object Code</b>   | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>s a COVID-19 need  |
| Direct Allocation Account Name ESSER III MS Inst Software Function Code 1000 - Instruction Please describe the expenditures withi Software subscription to Acellus to addree  | YES - this item is marked for Learning L<br>Account Number<br>07-1000-653-2-03<br>Object Code<br>653 - Software   | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>s a COVID-19 need  |
| Direct Allocation Account Name ESSER III MS Inst Software Function Code 1000 - Instruction Please describe the expenditures within  | YES - this item is marked for Learning L<br>Account Number<br>07-1000-653-2-03<br>Object Code<br>653 - Software   | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>s a COVID-19 need  |
| Direct Allocation Account Name ESSER III MS Inst Software Function Code 1000 - Instruction Please describe the expenditures withi Software subscription to Acellus to addre behind due to COVID. Acellus Academy Budgeted Expenditures in SFY 2021  | YES - this item is marked for Learning L<br>Account Number<br>07-1000-653-2-03<br>Object Code<br>653 - Software<br>in the account and how they will address<br>ess credit recovery and provide curriculum<br>is an evidence-based practice.   | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>s a COVID-19 need  |
| Direct Allocation Account Name ESSER III MS Inst Software Function Code 1000 - Instruction Please describe the expenditures withi Software subscription to Acellus to addre behind due to COVID. Acellus Academy  | YES - this item is marked for Learning L<br>Account Number<br>07-1000-653-2-03<br>Object Code<br>653 - Software<br>in the account and how they will address<br>ess credit recovery and provide curriculum<br>is an evidence-based practice.<br>\$0  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>s a COVID-19 need  |
| Direct Allocation Account Name ESSER III MS Inst Software Function Code 1000 - Instruction Please describe the expenditures withi Software subscription to Acellus to addre behind due to COVID. Acellus Academy Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022  | YES - this item is marked for Learning L<br>Account Number<br>07-1000-653-2-03<br>Object Code<br>653 - Software<br>in the account and how they will address<br>ess credit recovery and provide curriculum<br>is an evidence-based practice.<br>\$0<br>\$0<br>\$0                            | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>s a COVID-19 need  |
| Direct Allocation Account Name ESSER III MS Inst Software Function Code 1000 - Instruction Please describe the expenditures withi Software subscription to Acellus to addre behind due to COVID. Acellus Academy Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 Budgeted Expenditures in SFY 2023  | YES - this item is marked for Learning L<br>Account Number<br>07-1000-653-2-03<br>Object Code<br>653 - Software<br>in the account and how they will address<br>ess credit recovery and provide curriculum<br>is an evidence-based practice.<br>\$0<br>\$0<br>\$0<br>\$5,000                 | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         s a COVID-19 need         for areas in which students have fallen                                 |
| Direct Allocation Account Name ESSER III MS Inst Software Function Code 1000 - Instruction Please describe the expenditures withi Software subscription to Acellus to addre behind due to COVID. Acellus Academy Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2023 Budgeted Expenditures in SFY 2024 Total Expenditures   | YES - this item is marked for Learning L<br>Account Number<br>07-1000-653-2-03<br>Object Code<br>653 - Software<br>in the account and how they will address<br>ess credit recovery and provide curriculum<br>is an evidence-based practice.<br>\$0<br>\$0<br>\$0<br>\$5,000<br>\$5,000      | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         s a COVID-19 need         for areas in which students have fallen         Status                  |
| Direct Allocation Account Name ESSER III MS Inst Software Function Code 1000 - Instruction Please describe the expenditures withit Software subscription to Acellus to addres behind due to COVID. Acellus Academy Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 Budgeted Expenditures in SFY 2023 Budgeted Expenditures in SFY 2024 Total Expenditures Line Item Comment from KSDE | YES - this item is marked for Learning L<br>Account Number<br>07-1000-653-2-03<br>Object Code<br>653 - Software<br>in the account and how they will address<br>ess credit recovery and provide curriculum<br>is an evidence-based practice.<br>\$0<br>\$0<br>\$5,000<br>\$5,000<br>\$10,000 | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         s a COVID-19 need         for areas in which students have fallen         Status         Approved |
| Direct Allocation Account Name ESSER III MS Inst Software Function Code 1000 - Instruction Please describe the expenditures withit Software subscription to Acellus to addres behind due to COVID. Acellus Academy Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 Budgeted Expenditures in SFY 2023 Budgeted Expenditures in SFY 2024 Total Expenditures Line Item Comment from KSDE | YES - this item is marked for Learning L<br>Account Number<br>07-1000-653-2-03<br>Object Code<br>653 - Software<br>in the account and how they will address<br>ess credit recovery and provide curriculum<br>is an evidence-based practice.<br>\$0<br>\$0<br>\$5,000<br>\$5,000<br>\$10,000 | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         s a COVID-19 need         for areas in which students have fallen         Status         Approved |
| Direct Allocation Account Name ESSER III MS Inst Software Function Code 1000 - Instruction Please describe the expenditures withit Software subscription to Acellus to addres behind due to COVID. Acellus Academy Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 Budgeted Expenditures in SFY 2023 Budgeted Expenditures in SFY 2024 Total Expenditures Line Item Comment from KSDE | YES - this item is marked for Learning L<br>Account Number<br>07-1000-653-2-03<br>Object Code<br>653 - Software<br>in the account and how they will address<br>ess credit recovery and provide curriculum<br>is an evidence-based practice.<br>\$0<br>\$0<br>\$0<br>\$5,000<br>\$5,000      | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         s a COVID-19 need         for areas in which students have fallen         Status         Approved |

| Allocation Type                        |  | Learning Loss Set Aside Expenditure   |
|--|--|---|
| Direct Allocation                      | YES - this item is marked for Learning   | g Loss Set Aside Expenditure  |
| Account Name                           | Account Number                           |   |
| SSER III HS Inst Software              | 07-1000-653-3-03                         |   |
| Function Code                          | Object Code                              | Allowable Use   |
| 000 - Instruction                      | 653 - Software                           | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| •                                      | in the account and how they will addr    | ress a COVID-19 need<br>m for areas in which students have fallen                     |
| behind due to COVID. Acellus Academy   |  |   |
| Budgeted Expenditures in SFY 2021      | \$0                                      |   |
| Budgeted Expenditures in SFY 2022      | \$0                                      |   |
| Budgeted Expenditures in SFY 2023      | \$20,000                                 |   |
| Budgeted Expenditures in SFY 2024      | \$20,000                                 | <u>Status</u>   |
| Fotal Expenditures                     | \$40,000                                 | Approved  |
| Line Item Comment from KSDE            |  |   |
| from narrative: ACELLUS Academy - onli | ne accredited coursework with interventi | on for students needing academic assistanc  |
| ne Item ID: 342-3-0021                 |  |   |
| Allocation Type                        | Is this Item for the 20% Minimuim        | Learning Loss Set Aside Expenditure   |
| Direct Allocation                      | NO - this item is not marked for Lear    | ning Loss Set Aside Expenditure   |
| Account Name                           | <u>Account Number</u>                    |   |
| ESSER III GS Counselor Salary          | 07-2100-111-1-03                         |   |
| Function Code                          | Object Code                              | Allowable Use   |
| 2100 - Support Services (Students)     | 111 - Full-Time Certified Salaries       | 16 - Other activities necessary to maintain LEA operations and services               |

Premium pay for the retention of a grade school counselor. The retention incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

| 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 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| ine Item ID: 342-3-0022   |   |  |
|---|---|--|
| Allocation Type   | Is this Item for the 20% Minimuim   | Learning Loss Set Aside Expenditure  |
| Direct Allocation   | NO - this item is not marked for Learn  | ning Loss Set Aside Expenditure  |
| Account Name  | Account Number  |  |
| ESSER III MS Counselor Salary   | 07-2100-111-2-03  |  |
| Function Code   | Object Code   | Allowable Use  |
| 2100 - Support Services (Students)  | 111 - Full-Time Certified Salaries  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Please describe the expenditures withi  | n the account and how they will addre   | ess a COVID-19 need  |
| premium pay, their time is shared with th<br>Budgeted Expenditures in SFY 2021  | \$0   |  |
| -   | ·   |  |
| Budgeted Expenditures in SFY 2022   | \$0   |  |
| -   | ¢500  |  |
| Budgeted Expenditures in SFY 2023   | \$500<br>\$500  | Status   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures  | \$500<br>\$500<br>\$1,000   | <u>Status</u><br>Approved  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024  | \$500   |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures  | \$500   |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0023  | \$500<br>\$1,000  |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0023<br>Allocation Type   | \$500<br>\$1,000  | Approved   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0023<br>Allocation Type<br>Direct Allocation  | \$500<br>\$1,000<br>Is this Item for the 20% Minimuim   | Approved   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0023<br>Allocation Type<br>Direct Allocation<br>Account Name                                  | \$500<br>\$1,000<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Learn                                       | Approved   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0023<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III HS Counselor Salary | \$500<br>\$1,000<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Learn<br>Account Number                     | Approved   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024  | \$500<br>\$1,000<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Learn<br>Account Number<br>07-2100-111-3-03 | Approved<br>Learning Loss Set Aside Expenditure<br>ning Loss Set Aside Expenditure                     |

Premium pay for the retention of a high school counselor. The retention incentive will be no more than \$250 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay, their time is shared with the middle school.

| 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 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type                    | Is this Item for the 20% Minimuim Lea    | arning Loss Set Aside Expenditure  |
|------------------------------------|--|--|
| Direct Allocation                  | NO - this item is not marked for Learnin | g Loss Set Aside Expenditure   |
| Account Name                       | Account Number                           |  |
| ESSER III Couns Secretary          | 07-2100-121-0-03                         |  |
| Function Code                      | Object Code                              | Allowable Use  |
| 2100 - Support Services (Students) | 121 - Full-Time Non-Certified Salaries   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |

Premium pay for the retention of a school counselor secretary. The retention incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

| \$O     |                           |
|---------|---------------------------|
| \$O     |                           |
| \$1,000 |                           |
| \$1,000 | <u>Status</u>             |
| \$2,000 | Approved                  |
|         | \$0<br>\$1,000<br>\$1,000 |

| Allocation Type                    | Is this Item for the 20% Minimuim L    | <u>earning Loss Set Aside Expenditure</u>  |
|------------------------------------|--|--|
| Direct Allocation                  | NO - this item is not marked for Learn | ing Loss Set Aside Expenditure   |
| Account Name                       | Account Number                         |  |
| ESSER III Couns Sec FICA           | 07-2100-220-0-03                       |  |
| Function Code                      | Object Code                            | Allowable Use  |
| 2100 - Support Services (Students) | 220 - Social Security Contributions    | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |

Employer contributions for social security and medicare taxes on the premium pay incentives.

| Budgeted Expenditures in SFY 2021 | \$0   |               |  |
|-----------------------------------|-------|---------------|--|
| Budgeted Expenditures in SFY 2022 | \$O   |               |  |
| Budgeted Expenditures in SFY 2023 | \$77  |               |  |
| Budgeted Expenditures in SFY 2024 | \$77  | <u>Status</u> |  |
| Total Expenditures                | \$154 | Approved      |  |

Line Item ID: 342-3-0025

| Allocation Type   | <u>Is this Item for the 20% Minimuim L</u>  | earning Loss Set Aside Expenditure  |
|---|---|---|
| Direct Allocation   | NO - this item is not marked for Learn  | ing Loss Set Aside Expenditure  |
| Account Name  | Account Number  |   |
| ESSER III GS Couns FICA   | 07-2100-220-1-03  |   |
| Function Code   | Object Code   | Allowable Use   |
| 2100 - Support Services (Students)  | 220 - Social Security Contributions   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures withi  | in the account and how they will addre  | ss a COVID-19 need  |
| Employer contributions for social security  | y and medicare taxes on the premium pay   | v incentives.   |
| Budgeted Expenditures in SFY 2021   | \$0   |   |
| Budgeted Expenditures in SFY 2022   | \$0   |   |
|   | \$77  |   |
| Budgeted Expenditures in SFY 2023   |   |   |
| •   | \$77  | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0027<br>Allocation Type  | \$154<br>Is this Item for the 20% Minimuim L  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0027<br>Allocation Type<br>Direct Allocation  | \$154<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0027<br>Allocation Type   | \$154<br>Is this Item for the 20% Minimuim L  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0027<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Couns FICA  | \$154<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Ine Item ID: 342-3-0027<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$154<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2100-220-2-03  | Approved<br>Approved<br>Approved<br>Approved<br>Allowable Use<br>16 - Other activities necessary to   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0027<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Couns FICA<br>Function Code<br>2100 - Support Services (Students)   | \$154<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2100-220-2-03<br>Object Code   | Approved  Approved  Approved  Approved  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.                             |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0027<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Couns FICA<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withi   | \$154<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2100-220-2-03<br>Object Code<br>220 - Social Security Contributions  | Approved  Approved  Approved  Approved  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  Ss a COVID-19 need         |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0027<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Couns FICA<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withi   | \$154<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2100-220-2-03<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address  | Approved  Approved  Approved  Approved  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  Ss a COVID-19 need         |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0027<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Couns FICA<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withi<br>Employer contributions for social security<br>Budgeted Expenditures in SFY 2021                                      | \$154<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2100-220-2-03<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addree<br>y and medicare taxes on the premium pay  | Approved         Approved         Allowable Use         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         ss a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0027<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Couns FICA<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withi<br>Employer contributions for social security<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$154<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>07-2100-220-2-03<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>in the account and how they will addres</b><br>y and medicare taxes on the premium pay<br>\$0               | Approved         Approved         Allowable Use         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         ss a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0027<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Couns FICA<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures within<br>Employer contributions for social security  | \$154<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>07-2100-220-2-03<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>in the account and how they will addres</b><br>y and medicare taxes on the premium pay<br>\$0<br>\$0<br>\$0 | Approved         Approved         Allowable Use         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         ss a COVID-19 need |

| Allocation Type  | <u>Is this Item for the 20% Minimuim L</u>  |  |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for Learn  | ng Loss Set Aside Expenditure  |
| Account Name   | Account Number  |  |
| ESSER III HS Couns FICA  | 07-2100-220-3-03  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2100 - Support Services (Students)   | 220 - Social Security Contributions   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures withi   | in the account and how they will addres   | ss a COVID-19 need   |
| Employer contributions for social security   | y and medicare taxes on the premium pay   | incentives.  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |
| Budgeted Expenditures in SFY 2023  | \$38  |  |
| budgeted Expenditures in Si i 2025   |   |  |
| •  | \$38  | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0029<br>Allocation Type   | \$76<br>Is this Item for the 20% Minimuim L   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0029<br>Allocation Type<br>Direct Allocation  | \$76<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$76<br>Is this Item for the 20% Minimuim L   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Couns Sec Unemp   | \$76<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0029<br>Allocation Type   | \$76<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2100-260-0-03  | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure Allowable Use 16 - Other activities necessary to   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Couns Sec Unemp<br>Function Code<br>2100 - Support Services (Students)  | \$76<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2100-260-0-03<br>Object Code   | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Couns Sec Unemp<br>Function Code<br>2100 - Support Services (Students)  | \$76<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2100-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address  | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Couns Sec Unemp<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withi  | \$76<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2100-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address  | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Couns Sec Unemp<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withi<br>Employer contributions for unemployme   | \$76<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2100-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>nt taxes on the premium pay incentives.   | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Couns Sec Unemp<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withi<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021                                      | \$76<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>07-2100-260-0-03<br><b>Object Code</b><br>260 - Unemployment Compensation<br><b>in the account and how they will addres</b><br>nt taxes on the premium pay incentives.<br>\$0               | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Couns Sec Unemp<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withi<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$76<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>07-2100-260-0-03<br><b>Object Code</b><br>260 - Unemployment Compensation<br><b>in the account and how they will addres</b><br>nt taxes on the premium pay incentives.<br>\$0<br>\$0<br>\$0 | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

| Allocation Type  | Is this Item for the 20% Minimuim Le   | •   |
|--|--|---|
| Direct Allocation  | NO - this item is not marked for Learnir   | ng Loss Set Aside Expenditure   |
| Account Name   | Account Number   |   |
| ESSER III GS Couns Unemp   | 07-2100-260-1-03   |   |
| Function Code  | Object Code  | Allowable Use   |
| 2100 - Support Services (Students)   | 260 - Unemployment Compensation  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures with  | in the account and how they will address   | s a COVID-19 need   |
| Employer contributions for unemployme  | nt taxes on the premium pay incentives.  |   |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$0  |   |
| Budgeted Expenditures in SFY 2023  | \$1  |   |
| 5 1  |  |   |
| 5  | \$1  | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures  | <u>\$1</u><br>\$2  | <u>Status</u><br>Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0031  | \$2  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0031<br>Allocation Type   | \$2<br>Is this Item for the 20% Minimuim Le  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0031<br>Allocation Type<br>Direct Allocation  | \$2<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0031<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$2<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0031<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$2<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0031<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Couns Unemp  | \$2<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2100-260-2-03<br>Object Code   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0031<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Couns Unemp<br>Function Code   | \$2<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2100-260-2-03  | Approved<br>Examing Loss Set Aside Expenditure<br>Ing Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0031<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Couns Unemp<br>Function Code<br>2100 - Support Services (Students)   | \$2<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2100-260-2-03<br>Object Code   | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0031<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Couns Unemp<br>Function Code<br>2100 - Support Services (Students)   | \$2<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2100-260-2-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address   | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0031<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Couns Unemp<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withi   | \$2<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2100-260-2-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address   | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0031<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Couns Unemp<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures within<br>Employer contributions for unemployme   | \$2<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2100-260-2-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>nt taxes on the premium pay incentives.                      | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0031<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Couns Unemp<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures within<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$2<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2100-260-2-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>nt taxes on the premium pay incentives.<br>\$0               | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0031<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Couns Unemp<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures within<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021                                      | \$2<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2100-260-2-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>nt taxes on the premium pay incentives.<br>\$0<br>\$0<br>\$0 | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

| Direct Allocation  | Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn   |  |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for Learn  | ing Loss set Aside Expenditure   |
| Account Name   | Account Number  |  |
| ESSER III HS Couns Unemp   | 07-2100-260-3-03  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2100 - Support Services (Students)   | 260 - Unemployment Compensation   | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.   |
| Please describe the expenditures with  | in the account and how they will addre  | ss a COVID-19 need   |
| Employer contributions for unemployme  | nt taxes on the premium pay incentives.   |  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |
| Budgeted Expenditures in SFY 2023  | \$1   |  |
| Budgeted Expenditures in SFY 2024  | \$1   | <u>Status</u>  |
| Total Expenditures   | \$2   | Approved   |
|  |   |  |
| Allocation Type  |   | <u>earning Loss Set Aside Expenditure</u>  |
| <u>Allocation Type</u><br>Direct Allocation  | NO - this item is not marked for Learn  | •  |
| <u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u>   | NO - this item is not marked for Learn<br><u>Account Number</u>   | •  |
| <u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u>   | NO - this item is not marked for Learn  | •  |
| <u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>ESSER III Social Worker  | NO - this item is not marked for Learn<br><u>Account Number</u>   | •  |
| ine Item ID: 342-3-0033<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Social Worker<br>Function Code<br>2113 - Social Work Services   | NO - this item is not marked for Learn<br><u>Account Number</u><br>07-2113-340-0-03   | ing Loss Set Aside Expenditure   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Social Worker<br>Function Code<br>2113 - Social Work Services  | NO - this item is not marked for Learn<br>Account Number<br>07-2113-340-0-03<br>Object Code   | ing Loss Set Aside Expenditure         Allowable Use         10 - Providing mental health services and supports.   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Social Worker<br>Function Code<br>2113 - Social Work Services<br>Please describe the expenditures with<br>Contract with our special education inter  | NO - this item is not marked for Learn<br>Account Number<br>07-2113-340-0-03<br>Object Code<br>340 - Other Professional Services<br>in the account and how they will addre  | Allowable Use 10 - Providing mental health services and supports. ss a COVID-19 need for all students to support social emotional                          |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Social Worker<br>Function Code<br>2113 - Social Work Services<br>Please describe the expenditures with<br>Contract with our special education inter<br>health, student well-being and self-care  | NO - this item is not marked for Learn<br>Account Number<br>07-2113-340-0-03<br>Object Code<br>340 - Other Professional Services<br>in the account and how they will addre<br>local to provide a half-time social worker  | Allowable Use          10 - Providing mental health services and supports.         ss a COVID-19 need         for all students to support social emotional |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Social Worker<br>Function Code<br>2113 - Social Work Services<br>Please describe the expenditures with<br>Contract with our special education inter<br>health, student well-being and self-care of<br>Budgeted Expenditures in SFY 2021                                      | NO - this item is not marked for Learn<br>Account Number<br>07-2113-340-0-03<br>Object Code<br>340 - Other Professional Services<br>in the account and how they will addre<br>clocal to provide a half-time social worker<br>and to mitigate engagement in high-risk                      | Allowable Use 10 - Providing mental health services and supports. ss a COVID-19 need for all students to support social emotional                          |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Social Worker<br>Function Code<br>2113 - Social Work Services<br>Please describe the expenditures with<br>Contract with our special education inter<br>health, student well-being and self-care of<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | NO - this item is not marked for Learn<br>Account Number<br>07-2113-340-0-03<br>Object Code<br>340 - Other Professional Services<br>in the account and how they will addre<br>clocal to provide a half-time social worker<br>and to mitigate engagement in high-risk<br>\$0               | Allowable Use 10 - Providing mental health services and supports. ss a COVID-19 need for all students to support social emotional                          |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Social Worker<br>Function Code<br>2113 - Social Work Services<br>Please describe the expenditures with<br>Contract with our special education inter  | NO - this item is not marked for Learn<br>Account Number<br>07-2113-340-0-03<br>Object Code<br>340 - Other Professional Services<br>in the account and how they will addre<br>clocal to provide a half-time social worker<br>and to mitigate engagement in high-risk<br>\$0<br>\$0<br>\$0 | Allowable Use 10 - Providing mental health services and supports. ss a COVID-19 need for all students to support social emotiona                           |

| <u>s this Item for the 20% Minimuim Le</u>  | earning Loss Set Aside Expenditure  |
|---|---|
| NO - this item is not marked for Learnin  | ng Loss Set Aside Expenditure   |
| Account Number  |   |
| 07-2134-120-0-03  |   |
| Dbject Code   | Allowable Use   |
| 20 - Regular Non-Certified Salaries   | 15 - Developing strategies and<br>implementing public health protocols<br>for the reopening and operation of<br>school facilities.  |
| ne account and how they will addres   | s a COVID-19 need   |
| her additional protcols brought on by iginal 5 hrs/day.   | the pandemic. The expenditures paid by  |
|   |   |
| ·   |   |
|   | Status  |
|   | Approved  |
|   |   |
| s this Item for the 20% Minimuim Le   | earning Loss Set Aside Expenditure  |
| <mark>s this Item for the 20% Minimuim Le</mark><br>NO - this item is not marked for Learni   | •   |
|   | •   |
| NO - this item is not marked for Learni   | •   |
| NO - this item is not marked for Learnii<br>Account Number  | •   |
| NO - this item is not marked for Learnin<br>Account Number<br>17-2134-120-0-03  | ng Loss Set Aside Expenditure   |
| NO - this item is not marked for Learnin<br>Account Number<br>07-2134-120-0-03<br>Object Code   | Allowable Use 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  |
| NO - this item is not marked for Learnin<br>Account Number<br>07-2134-120-0-03<br>Dbject Code<br>20 - Regular Non-Certified Salaries<br>The account and how they will addres<br>urse. The retention incentive will be no<br>equires all staff to go above and beyor | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>s a COVID-19 need  |
| NO - this item is not marked for Learnin<br>Account Number<br>07-2134-120-0-03<br>Dbject Code<br>20 - Regular Non-Certified Salaries<br>The account and how they will addres<br>urse. The retention incentive will be no<br>equires all staff to go above and beyor | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>s a COVID-19 need<br>more than \$500 per semester. Working in<br>nd their normal duties. Finding qualified                     |
|   | NO - this item is not marked for Learnin<br>Account Number<br>07-2134-120-0-03<br>Dbject Code<br>20 - Regular Non-Certified Salaries<br>be account and how they will addres<br>is hours/school day. We have increased<br>ther additional protcols brought on by |

| 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 |
|                                   |         |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Direct Allocation  | NO - this item is not marked for Learn  | ing Loss Set Aside Expenditure  |
|--|---|---|
|  |   |   |
| Account Name   | Account Number  |   |
| ESSER III Nurse FICA   | 07-2134-220-0-03  |   |
| Function Code  | Object Code   | Allowable Use   |
| 2134 - Nursing Services  | 220 - Social Security Contributions   | 15 - Developing strategies and<br>implementing public health protocols<br>for the reopening and operation of<br>school facilities.  |
| Please describe the expenditures with  | in the account and how they will addre  | ss a COVID-19 need  |
| Employer contributions for social security   | y and medicare taxes on the additional nu   | irsing hours.   |
| Budgeted Expenditures in SFY 2021  | \$0   |   |
| Budgeted Expenditures in SFY 2022  | \$0   |   |
|  | \$650   |   |
| Budgeted Expenditures in SFY 2023  | \$020   |   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024   | \$1,340   | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024  |   | <u>Status</u><br>Approved   |
| •  | \$1,340   |   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0037   | \$1,340<br>\$1,990  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0037<br>Allocation Type  | \$1,340<br>\$1,990<br>Is this Item for the 20% Minimuim L   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0037<br>Allocation Type<br>Direct Allocation   | \$1,340<br>\$1,990<br>Is this Item for the 20% Minimum L<br>NO - this item is not marked for Learn  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0037<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$1,340<br>\$1,990<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0037<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Nurse FICA  | \$1,340<br>\$1,990<br>Is this Item for the 20% Minimum L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2134-220-0-03  | Approved<br>.earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0037<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Nurse FICA<br>Function Code   | \$1,340<br>\$1,990<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2134-220-0-03<br>Object Code  | Approved<br>.earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0037<br>Allocation Type  | \$1,340<br>\$1,990<br>Is this Item for the 20% Minimum L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2134-220-0-03  | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure Allowable Use 16 - Other activities necessary to  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0037<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Nurse FICA<br>Function Code<br>2134 - Nursing Services   | \$1,340<br>\$1,990<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2134-220-0-03<br>Object Code  | Approved         Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.                            |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0037<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Nurse FICA<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures with  | \$1,340<br>\$1,990<br>Is this Item for the 20% Minimum L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2134-220-0-03<br>Object Code<br>220 - Social Security Contributions  | Approved         Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0037<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Nurse FICA<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures with<br>Employer contributions for social security   | \$1,340<br>\$1,990<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2134-220-0-03<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addre   | Approved         Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0037<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Nurse FICA<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures with<br>Employer contributions for social security<br>Budgeted Expenditures in SFY 2021                                      | \$1,340<br>\$1,990<br>Is this Item for the 20% Minimum L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2134-220-0-03<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addree<br>y and medicare taxes on the premium pay  | Approved         Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0037<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Nurse FICA<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures with<br>Employer contributions for social security<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$1,340<br>\$1,990<br><b>Is this Item for the 20% Minimum L</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>07-2134-220-0-03<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>in the account and how they will addre</b><br>y and medicare taxes on the premium pay<br>\$0                      | Approved         Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0037<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Nurse FICA<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures with  | \$1,340<br>\$1,990<br><b>Is this Item for the 20% Minimum L</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>07-2134-220-0-03<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>in the account and how they will addre</b><br>y and medicare taxes on the premium pay<br>\$0<br>\$0<br>\$0<br>\$0 | Approved         Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |

| Allocation Type  | Is this Item for the 20% Minimuim Lo   | •  |
|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learni  | ng Loss Set Aside Expenditure  |
| Account Name   | Account Number   |  |
| ESSER III Nurse Unemp  | 07-2134-260-0-03   |  |
| Function Code  | Object Code  | Allowable Use  |
| 2134 - Nursing Services  | 260 - Unemployment Compensation  | 15 - Developing strategies and<br>implementing public health protocols<br>for the reopening and operation of<br>school facilities.   |
| Please describe the expenditures with  | in the account and how they will addres  | ss a COVID-19 need   |
| Employer contributions for unemployme  | ent taxes on the additional nursing hours.   |  |
| Budgeted Expenditures in SFY 2021  | \$0  |  |
| Budgeted Expenditures in SFY 2022  | \$0  |  |
|  | \$9  |  |
| Budgeted Expenditures in SFY 2023  | 40   |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024   | \$18   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures  |  | <u>Status</u><br>Approved  |
| -  | \$18   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0039  | <u>\$18</u><br>\$27  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0039<br>Allocation Type   | \$18<br>\$27<br>Is this Item for the 20% Minimuim Le   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0039<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$18<br>\$27<br>Is this Item for the 20% Minimuim Lo<br>NO - this item is not marked for Learni  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0039<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Nurse Unemp   | \$18<br>\$27<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0039<br>Allocation Type<br>Direct Allocation  | \$18<br>\$27<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>07-2134-260-0-03  | Approved<br>earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0039<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Nurse Unemp<br>Function Code<br>2134 - Nursing Services  | \$18<br>\$27<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>07-2134-260-0-03<br>Object Code   | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0039<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Nurse Unemp<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures with  | \$18<br>\$27<br><b>Is this Item for the 20% Minimuim Le</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>07-2134-260-0-03<br><b>Object Code</b><br>260 - Unemployment Compensation   | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0039<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Nurse Unemp<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures with<br>Employer contributions for unemployme   | \$18<br>\$27<br><b>Is this Item for the 20% Minimuim Lee</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>07-2134-260-0-03<br><b>Object Code</b><br>260 - Unemployment Compensation<br>in the account and how they will address  | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0039<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Nurse Unemp<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures with<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021                                      | \$18<br>\$27<br><b>Is this Item for the 20% Minimuim Lee</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>07-2134-260-0-03<br><b>Object Code</b><br>260 - Unemployment Compensation<br><b>in the account and how they will address</b><br>ent taxes on the premium pay incentives.   | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0039<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Nurse Unemp<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures with  | \$18<br>\$27<br><b>Is this Item for the 20% Minimuim Lee</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>07-2134-260-0-03<br><b>Object Code</b><br>260 - Unemployment Compensation<br><b>in the account and how they will address</b><br>ent taxes on the premium pay incentives.<br>\$0  | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0039<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Nurse Unemp<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures with<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$18         \$27         Is this Item for the 20% Minimum Leton         NO - this item is not marked for Learning         Account Number         07-2134-260-0-03         Object Code         260 - Unemployment Compensation         in the account and how they will address         ent taxes on the premium pay incentives.         \$0         \$0         \$0         \$0 | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

| Allocation Type  | Is this Item for the 20% Minimuim           | Learning Loss Set Aside Expenditure   |
|--|---|---|
| Direct Allocation  | NO - this item is not marked for Learn      | ning Loss Set Aside Expenditure   |
| Account Name   | Account Number                              |   |
| ESSER III Librarian Salary   | 07-2200-111-0-03                            |   |
| Function Code  | Object Code                                 | Allowable Use   |
| 2200 - Support Services (Instructional   | 111 - Full-Time Certified Salaries          | 16 - Other activities necessary to  |
| Staff)   |   | maintain LEA operations and services<br>and employ existing LEA staff.  |
| Premium pay for the retention of a school in a school during a pandemic is stressful | Il and requires all staff to go above and b | <b>ess a COVID-19 need</b><br>e no more than \$500 per semester. Working<br>beyond their normal duties. Finding qualified<br>D. 1 staff member will receive the premium |

| 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 |

# <u>Status</u> Approved

Line Item ID: 342-3-0041

| Allocation Type<br>Direct Allocation                 | <b>Is this Item for the 20% Minimuim Le</b><br>NO - this item is not marked for Learnin | • ·  |
|--|---|--|
| <u>Account Name</u><br>ESSER III Library Aide Salary | Account Number<br>07-2200-121-0-03  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2200 - Support Services (Instructional<br>Staff)     | 121 - Full-Time Non-Certified Salaries  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

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

Premium pay for the retention of a school library paraprofessional. The retention incentive will be no more than \$500 per semester. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

| 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 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type  | Is this Item for the 20% Minimuim L   | •   |
|--|---|---|
| Direct Allocation  | NO - this item is not marked for Learni   | ing Loss Set Aside Expenditure  |
| Account Name   | Account Number  |   |
| ESSER III Library FICA   | 07-2200-220-0-03  |   |
| Function Code  | Object Code   | Allowable Use   |
| 2200 - Support Services (Instructional<br>Staff)   | 220 - Social Security Contributions   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures with  | in the account and how they will addres   | ss a COVID-19 need  |
| -  | y and medicare taxes on the premium pay   |   |
| Budgeted Expenditures in SFY 2021  | \$0   |   |
| Budgeted Expenditures in SFY 2022  | \$0   |   |
| Budgeted Expenditures in SFY 2023  | \$153   |   |
|  |   |   |
| <b>.</b>   | \$153   | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0043  | \$306   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0043<br>Allocation Type<br>Direct Allocation   | <u>.</u>  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0043<br>Allocation Type   | \$306   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0043<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$306<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0043<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Library Unemp   | \$306<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0043<br>Allocation Type<br>Direct Allocation  | \$306<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2200-260-0-03   | Approved<br>earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0043<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Library Unemp<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)  | \$306<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2200-260-0-03<br>Object Code  | Approved  earning Loss Set Aside Expenditure  ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0043<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Library Unemp<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures withi  | \$306<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2200-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address   | Approved  earning Loss Set Aside Expenditure  ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0043<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Library Unemp<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures within<br>Employer contributions for unemployme  | \$306<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2200-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address   | Approved  earning Loss Set Aside Expenditure  ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0043<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Library Unemp<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures withis<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021                                     | \$306<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2200-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>nt taxes on the premium pay incentives.                      | Approved  earning Loss Set Aside Expenditure  ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0043<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Library Unemp<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures withi<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$306<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2200-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>nt taxes on the premium pay incentives.<br>\$0               | Approved  earning Loss Set Aside Expenditure  ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0043<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Library Unemp<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)  | \$306<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2200-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>nt taxes on the premium pay incentives.<br>\$0<br>\$0<br>\$0 | Approved  earning Loss Set Aside Expenditure  ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

| Direct Allocation   | Is this Item for the 20% Minimum Le  | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
|---|--|--|--|
|   |  |  |  |
| Account Name  | Account Number   |  |  |
| ESSER III CO Secretary Salary   | 07-2310-121-0-03   |  |  |
| Function Code   | Object Code  | Allowable Use  |  |
| 2310 - Board of Education Services  | 121 - Full-Time Non-Certified Salaries   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                         |  |
| Please describe the expenditures with   | in the account and how they will addres  | s a COVID-19 need  |  |
| Working in a school during a pandemic i   | ct office secretary. The retention incentive<br>s stressful and requires all staff to go above<br>rcumstances, but even more difficult due to  | e and beyond their normal duties. Findir   |  |
| 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  | <u>Status</u>  |  |
| Total Expenditures  | \$2,000  | Approved   |  |
| <u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u>  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnir<br>Account Number   |  |  |
|   |  |  |  |
|   |  |  |  |
| ESSER III CO Sec FICA   | 07-2310-220-0-03   |  |  |
| ESSER III CO Sec FICA<br>Function Code  | 07-2310-220-0-03<br><b>Object Code</b>   | Allowable Use  |  |
| ESSER III CO Sec FICA<br>Function Code<br>2310 - Board of Education Services  | 07-2310-220-0-03   | <b>Allowable Use</b><br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |
| ESSER III CO Sec FICA<br>Function Code<br>2310 - Board of Education Services  | 07-2310-220-0-03<br><b>Object Code</b>   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                         |  |
| ESSER III CO Sec FICA<br>Function Code<br>2310 - Board of Education Services<br>Please describe the expenditures withi  | 07-2310-220-0-03<br><b>Object Code</b><br>220 - Social Security Contributions  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                         |  |
| ESSER III CO Sec FICA<br>Function Code<br>2310 - Board of Education Services<br>Please describe the expenditures withi<br>Employer contributions for social security  | 07-2310-220-0-03<br><b>Object Code</b><br>220 - Social Security Contributions<br>in the account and how they will address  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                         |  |
| ESSER III CO Sec FICA<br>Function Code<br>2310 - Board of Education Services<br>Please describe the expenditures withi<br>Employer contributions for social security<br>Budgeted Expenditures in SFY 2021                                       | 07-2310-220-0-03 <b>Object Code</b> 220 - Social Security Contributions in the account and how they will address y and medicare taxes on the premium pay   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                         |  |
| ESSER III CO Sec FICA<br>Function Code<br>2310 - Board of Education Services<br>Please describe the expenditures within<br>Employer contributions for social security<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | 07-2310-220-0-03<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>in the account and how they will address</b><br>y and medicare taxes on the premium pay<br>\$0               | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                         |  |
| ESSER III CO Sec FICA<br>Function Code<br>2310 - Board of Education Services<br>Please describe the expenditures withi  | 07-2310-220-0-03<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>in the account and how they will address</b><br>y and medicare taxes on the premium pay<br>\$0<br>\$0<br>\$0 | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                         |  |

| Allocation Type                       | <u>Is this Item for the 20% Minimuim Le</u>                          | •  |
|---------------------------------------|--|--|
| Direct Allocation                     | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
| Account Name                          | Account Number   |  |
| ESSER III CO Sec Unemp                | 07-2310-260-0-03   |  |
| Function Code                         | Object Code  | Allowable Use  |
| 2310 - Board of Education Services    | 260 - Unemployment Compensation                                      | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Please describe the expenditures with | in the account and how they will addres                              | s a COVID-19 need  |
| Employer contributions for unemployme | nt taxes on the premium pay incentives.                              |  |
| Budgeted Expenditures in SFY 2021     | \$0  |  |
| Budgeted Expenditures in SFY 2022     | \$0  |  |
| Budgeted Expenditures in SFY 2023     | \$1  |  |
| Budgeted Expenditures in SFY 2024     | <u> </u>   | <u>Status</u>  |
| Total Expenditures                    | \$2  | Approved   |
| ine Item ID: 342-3-0047               |  |  |
| Allocation Type                       | Is this Item for the 20% Minimuim Le                                 | earning Loss Set Aside Expenditure   |
| Direct Allocation                     | NO - this item is not marked for Learnin                             | ng Loss Set Aside Expenditure  |
| Account Name                          | Account Number   |  |
| ESSER III Supt Salary                 | 07-2321-110-0-03   |  |
| Function Code                         | Object Code  | Allowable Use  |
| 2321 - Office of the Superintendent   | 110 - Regular Certified Salaries                                     | 16 - Other activities necessary to maintain LEA operations and services                                |

# Premium pay for the recruitment and retention of superintendents. The recruitment incentive will be no more than \$500 for each new superintendent. The retention incentive will be no more than \$500 per semester for each returning superintendent. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$0     |
| Budgeted Expenditures in SFY 2023 | \$1,000 |
| Budgeted Expenditures in SFY 2024 | \$1,000 |
| Total Expenditures                | \$2,000 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |
|               |  |  |

| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |
|--|---|--|
|  |   | ng Loss Set Aside Experiature  |
| Account Name   | Account Number  |  |
| ESSER III Supt FICA  | 07-2321-220-0-03  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2321 - Office of the Superintendent<br>Services  | 220 - Social Security Contributions   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures with  | in the account and how they will addres   | ss a COVID-19 need   |
| Employer contributions for social security   | y and medicare taxes on the premium pay   | incentives.  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |
| Budgeted Expenditures in SFY 2023  | \$153   |  |
| 5 1  |   |  |
| •  | \$77  | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0049  | \$230   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0049<br>Allocation Type   | <u>.</u>  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0049<br>Allocation Type<br>Direct Allocation  | \$230<br>Is this Item for the 20% Minimuim L  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0049<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0049<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Supt Unemp  | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0049<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Supt Unemp<br>Function Code<br>2321 - Office of the Superintendent  | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2321-260-0-03   | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure Allowable Use 16 - Other activities necessary to   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0049<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Supt Unemp<br>Function Code<br>2321 - Office of the Superintendent<br>Services   | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2321-260-0-03<br>Object Code   | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0049<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Supt Unemp<br>Function Code<br>2321 - Office of the Superintendent<br>Services<br>Please describe the expenditures withing  | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2321-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address   | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0049<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Supt Unemp<br>Function Code<br>2321 - Office of the Superintendent<br>Services<br>Please describe the expenditures within<br>Employer contributions for unemployme  | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2321-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address   | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0049<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Supt Unemp<br>Function Code<br>2321 - Office of the Superintendent<br>Services<br>Please describe the expenditures within<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021                                     | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2321-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>in the account and how they will address<br>in taxes on the premium pay incentives.                      | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0049<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Supt Unemp<br>Function Code<br>2321 - Office of the Superintendent<br>Services<br>Please describe the expenditures withi<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2321-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>in the account and how they will address<br>in taxes on the premium pay incentives.<br>\$0               | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0049<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Supt Unemp<br>Function Code<br>2321 - Office of the Superintendent<br>Services  | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2321-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>in the account and how they will address<br>in taxes on the premium pay incentives.<br>\$0<br>\$0<br>\$0 | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |
|--|---|---|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |
| Account Name   | Account Number  |   |
| ESSER III GS Principal Salary                            | 07-2410-111-1-03  |   |
|  |   |   |
| Function Code  | Object Code   | Allowable Use   |
| Function Code<br>2410 - Office of the Principal Services | <b>Object Code</b><br>111 - Full-Time Certified Salaries              | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |

Premium pay for the recruitment and retention of an elementary principal. The recruitment incentive will be no more than \$500 for each new principal. The retention incentive will be no more than \$500 per semester for each returning principal. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

| 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 | <u>Status</u> |
| -<br>Total Expenditures           | \$2,000 | Approved      |
|                                   |         |               |
| Line Item ID: 342-3-0051          |         |               |

| Allocation Type<br>Direct Allocation    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
|---|---|--|
| Account Name                            | Account Number  |  |
| ESSER III MS Principal Salary           | 07-2410-111-2-03  |  |
| Function Code                           | Object Code   | Allowable Use  |
| 2410 - Office of the Principal Services | 111 - Full-Time Certified Salaries  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |

Premium pay for the recruitment and retention of a middle school principal. The recruitment incentive will be no more than \$250 for each new principal. The retention incentive will be no more than \$250 per semester for each returning principal. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay, their time is shared with the high school.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$O     |               |
| Budgeted Expenditures in SFY 2023 | \$500   |               |
| Budgeted Expenditures in SFY 2024 | \$500   | <u>Status</u> |
| –<br>Total Expenditures           | \$1,000 | Approved      |
|                                   |         |               |
| Line Item ID: 342-3-0052          |         |               |

| Allocation Type                         | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |
|---|---|--|
| Direct Allocation                       | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |
| Account Name                            | Account Number  |  |
| ESSER III HS Principal Salary           | 07-2410-111-3-03  |  |
| Function Code                           | Object Code   | Allowable Use  |
| 2410 - Office of the Principal Services | 111 - Full-Time Certified Salaries                                    | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |
| Please describe the expenditures with   | in the account and how they will addre                                | ess a COVID-19 need  |

Premium pay for the recruitment and retention of a high school principal. The recruitment incentive will be no more than \$250 for each new principal. The retention incentive will be no more than \$250 per semester for each returning principal. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay, their time is shared with the middle school.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0     |               |
| Budgeted Expenditures in SFY 2023 | \$500   |               |
| Budgeted Expenditures in SFY 2024 | \$500   | <u>Status</u> |
| Total Expenditures                | \$1,000 | Approved      |
|                                   |         |               |
| Line Item ID: 342-3-0053          |         |               |

| <u>Allocation Type</u>                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |
|---|---|--|
| Direct Allocation                       | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |
| <u>Account Name</u>                     | Account Number  |  |
| ESSER III GS Secretary Salary           | 07-2410-121-1-03  |  |
| Function Code                           | Object Code   | Allowable Use  |
| 2410 - Office of the Principal Services | 121 - Full-Time Non-Certified Salaries                                | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |

Premium pay for the recruitment and retention of an elementary secretary. The recruitment incentive will be no more than \$500 for each new secretary. The retention incentive will be no more than \$500 per semester for each returning secretary. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

| 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 | <u>Status</u> |
| <br>Total Expenditures            | \$2,000 | Approved      |
|                                   |         |               |

| Allocation Type                         | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|---|---|--|--|
| Direct Allocation                       | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name                            | <u>Account Number</u>   |  |  |
| ESSER III MS Secretary Salary           | 07-2410-121-2-03  |  |  |
| Function Code                           | Object Code   | Allowable Use  |  |
| 2410 - Office of the Principal Services | 121 - Full-Time Non-Certified Salaries                                | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |  |

Premium pay for the recruitment and retention of a middle school secretary. The recruitment incentive will be no more than \$500 for each new secretary. The retention incentive will be no more than \$500 per semester for each returning secretary. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 1 staff member will receive the premium pay.

| 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 | <u>Status</u> |
| –<br>Total Expenditures           | \$2,000 | Approved      |
|                                   |         |               |
| Line Item ID: 342-3-0055          |         |               |

| Allocation Type   | Is this Item for the 20% Minimuim Lea   | arning Loss Set Aside Expenditure   |
|---|---|---|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |
| Account Name  | Account Number  |   |
| ESSER III HS Secretary Salary   | 07-2410-121-3-03  |   |
| Function Code   | Object Code   | Allowable Use   |
| 2410 - Office of the Principal Services   | 121 - Full-Time Non-Certified Salaries  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.                    |
|   |   |   |
| •   | <b>in the account and how they will address</b><br>tention of a high school secretary. The recru  |   |
| Premium pay for the recruitment and res<br>\$500 for each new secretary. The retenti<br>Working in a school during a pandemic   | in the account and how they will address<br>tention of a high school secretary. The recru<br>on incentive will be no more than \$500 per<br>is stressful and requires all staff to go above<br>ircumstances, but even more difficult due to | itment incentive will be no more than<br>semester for each returning secretary.<br>and beyond their normal duties. Findin |
| Premium pay for the recruitment and ret<br>\$500 for each new secretary. The retenti<br>Working in a school during a pandemic<br>qualified staff is difficult under normal ci<br>premium pay. | tention of a high school secretary. The recru<br>on incentive will be no more than \$500 per s<br>is stressful and requires all staff to go above   | itment incentive will be no more than<br>semester for each returning secretary.<br>and beyond their normal duties. Findin |
| Premium pay for the recruitment and res<br>\$500 for each new secretary. The retenti<br>Working in a school during a pandemic<br>qualified staff is difficult under normal ci                 | tention of a high school secretary. The recru<br>on incentive will be no more than \$500 per<br>is stressful and requires all staff to go above<br>ircumstances, but even more difficult due to   | itment incentive will be no more than<br>semester for each returning secretary.<br>and beyond their normal duties. Findin |

\$1,000 \$2,000

Account Number

07-2410-220-1-03

**Object Code** 

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

Status

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

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

Approved

Allowable Use

16 - Other activities necessary to maintain LEA operations and services

and employ existing LEA staff.

**Budgeted Expenditures in SFY 2024** 

**Total Expenditures** 

l ine Item ID: 342-3-0056

Allocation Type

Direct Allocation

Account Name

**Function Code** 

ESSER III GS Admin FICA

2410 - Office of the Principal Services

# Employer contributions for social security and medicare taxes on the premium pay incentives. Budgeted Expenditures in SFY 2021 \$0 Budgeted Expenditures in SFY 2022 \$0 Budgeted Expenditures in SFY 2023 \$153 Budgeted Expenditures in SFY 2024 \$153 Total Expenditures \$306 Approved

220 - Social Security Contributions

| Allocation Type  |   | earning Loss Set Aside Expenditure   |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for Learn  | ing Loss Set Aside Expenditure   |
| Account Name   | Account Number  |  |
| ESSER III MS Admin FICA  | 07-2410-220-2-03  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2410 - Office of the Principal Services  | 220 - Social Security Contributions   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures withi   | in the account and how they will addre  | ss a COVID-19 need   |
| Employer contributions for social security   | y and medicare taxes on the premium pay   | v incentives.  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |
| Puda stad Funan dituras in CEV 2022  | \$115   |  |
| Budgeted Expenditures in SFY 2023  |   |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024   | \$115   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0058  | \$230   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0058<br>Allocation Type<br>Direct Allocation  | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III HS Admin FICA   | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2410-220-3-03  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III HS Admin FICA<br>Function Code  | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2410-220-3-03<br>Object Code   | Approved<br>earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III HS Admin FICA<br>Function Code  | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2410-220-3-03  | Approved  Approved  Approved  Approved  Approved  Allowable Use  16 - Other activities necessary to  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III HS Admin FICA<br>Function Code<br>2410 - Office of the Principal Services   | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2410-220-3-03<br>Object Code   | Approved  Approved  Approved  Approved  Approved  And the second  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III HS Admin FICA<br>Function Code<br>2410 - Office of the Principal Services<br>Please describe the expenditures withi   | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2410-220-3-03<br>Object Code<br>220 - Social Security Contributions  | Approved  Approved Approv |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III HS Admin FICA<br>Function Code<br>2410 - Office of the Principal Services<br>Please describe the expenditures withi   | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2410-220-3-03<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address  | Approved  Approved Approv |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III HS Admin FICA<br>Function Code<br>2410 - Office of the Principal Services<br>Please describe the expenditures withi<br>Employer contributions for social security   | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2410-220-3-03<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addree<br>y and medicare taxes on the premium pay                                    | Approved  Approved |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III HS Admin FICA<br>Function Code<br>2410 - Office of the Principal Services<br>Please describe the expenditures withi<br>Employer contributions for social security<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$230<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>07-2410-220-3-03<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>in the account and how they will addres</b><br>y and medicare taxes on the premium pay<br>\$0 | Approved  Approved |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III HS Admin FICA<br>Function Code<br>2410 - Office of the Principal Services<br>Please describe the expenditures withi<br>Employer contributions for social security<br>Budgeted Expenditures in SFY 2021                                      | \$230<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07-2410-220-3-03<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addree<br>y and medicare taxes on the premium pay<br>\$0<br>\$0<br>\$0               | Approved  Approved |

| Illocation Type  | <u>Is this Item for the 20% Minimuim Le</u>  |   |
|--|--|---|
| Direct Allocation  | NO - this item is not marked for Learnir   | ng Loss Set Aside Expenditure   |
| Account Name   | Account Number   |   |
| ESSER III GS Admin Unemp   | 07-2410-260-1-03   |   |
| Function Code  | Object Code  | Allowable Use   |
| 2410 - Office of the Principal Services  | 260 - Unemployment Compensation  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  |
| Please describe the expenditures withi   | in the account and how they will addres  | s a COVID-19 need   |
| Employer contributions for unemployme  | nt taxes on the premium pay incentives.  |   |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$0  |   |
| Budgeted Expenditures in SFY 2023  | \$2  |   |
| 5 1  |  |   |
| Budgeted Expenditures in SFY 2024  | \$2  | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0060  | \$4  | Approved  |
| •  |  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0060<br>Allocation Type   | \$4<br>Is this Item for the 20% Minimuim Le  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$4<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Admin Unemp  | \$4<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Admin Unemp<br>Function Code   | \$4<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2410-260-2-03  | Approved<br>Examing Loss Set Aside Expenditure<br>Ing Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Admin Unemp<br>Function Code<br>2410 - Office of the Principal Services  | \$4<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2410-260-2-03<br>Object Code   | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Admin Unemp<br>Function Code<br>2410 - Office of the Principal Services<br>Please describe the expenditures withi  | \$4<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2410-260-2-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address   | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Admin Unemp<br>Function Code<br>2410 - Office of the Principal Services  | \$4<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2410-260-2-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address   | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Admin Unemp<br>Function Code<br>2410 - Office of the Principal Services<br>Please describe the expenditures withi<br>Employer contributions for unemployme   | \$4<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2410-260-2-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>nt taxes on the premium pay incentives.  | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Admin Unemp<br>Function Code<br>2410 - Office of the Principal Services<br>Please describe the expenditures withi<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$4<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2410-260-2-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>in the account and how they will address<br>in taxes on the premium pay incentives.<br>\$0 | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III MS Admin Unemp<br>Function Code<br>2410 - Office of the Principal Services<br>Please describe the expenditures withi<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021                                      | \$4<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2410-260-2-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>It taxes on the premium pay incentives.<br>\$0<br>\$0<br>\$0                               | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

| Allocation Type   | Is this Item for the 20% Minimuim Lea  | arning Loss Set Aside Expenditure   |
|---|--|---|
| Direct Allocation   | NO - this item is not marked for Learning  | g Loss Set Aside Expenditure  |
| Account Name  | Account Number   |   |
| ESSER III HS Admin Unemp  | 07-2410-260-3-03   |   |
| Function Code   | Object Code  | Allowable Use   |
| 2410 - Office of the Principal Services   | 260 - Unemployment Compensation  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures within   | n the account and how they will address  | a COVID-19 need   |
| Employer contributions for unemploymen  | it taxes on the premium pay incentives.  |   |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2022   | \$0  |   |
| Budgeted Expenditures in SFY 2023   | \$2  |   |
| Budgeted Expenditures in SFY 2024   | \$2  | <u>Status</u>   |
| Total Expenditures  | \$4  | Approved  |
|   |  |   |
| Allocation Type   | Is this Item for the 20% Minimuim Lea  | arning Loss Set Aside Expenditure   |
| <u>Allocation Type</u><br>Direct Allocation   | Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning   | •   |
| Allocation Type<br>Direct Allocation<br>Account Name  |  | •   |
| Direct Allocation Account Name  | NO - this item is not marked for Learning  | •   |
| Direct Allocation<br><u>Account Name</u><br>ESSER III Business Mgr Salary   | NO - this item is not marked for Learning<br>Account Number  |   |
| Direct Allocation   | NO - this item is not marked for Learning<br><u>Account Number</u><br>07-2510-121-0-03   | g Loss Set Aside Expenditure Allowable Use 16 - Other activities necessary to   |
| Direct Allocation<br>Account Name<br>ESSER III Business Mgr Salary<br>Function Code<br>2510 - Fiscal Services   | NO - this item is not marked for Learning<br>Account Number<br>07-2510-121-0-03<br>Object Code<br>121 - Full-Time Non-Certified Salaries   | g Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Direct Allocation Account Name ESSER III Business Mgr Salary Function Code 2510 - Fiscal Services Please describe the expenditures within Premium pay for the retention of a busine Working in a school during a pandemic is  | NO - this item is not marked for Learning<br>Account Number<br>07-2510-121-0-03<br>Object Code   | <ul> <li>g Loss Set Aside Expenditure</li> <li>Allowable Use</li> <li>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.</li> <li>a COVID-19 need</li> <li>e no more than \$500 per semester.</li> <li>and beyond their normal duties. Findir</li> </ul>  |
| Direct Allocation Account Name ESSER III Business Mgr Salary Function Code 2510 - Fiscal Services Please describe the expenditures within Premium pay for the retention of a busine Working in a school during a pandemic is qualified staff is difficult under normal circ | NO - this item is not marked for Learning<br>Account Number<br>07-2510-121-0-03<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>In the account and how they will address<br>ess manager. The retention incentive will be<br>stressful and requires all staff to go above | <ul> <li>g Loss Set Aside Expenditure</li> <li>Allowable Use</li> <li>16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.</li> <li>a COVID-19 need</li> <li>e no more than \$500 per semester.</li> <li>and beyond their normal duties. Findire</li> </ul> |

| Budgeted Expenditures in SFY 2023 | \$1,000 |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2024 | \$1,000 |
| Total Expenditures                | \$2,000 |

| <u>Status</u> | <br> |  |
|---------------|------|--|
| Approved      |      |  |

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |
|---|--|--|
| Direct Allocation   | NO - this item is not marked for Learni  | ng Loss Set Aside Expenditure  |
| Account Name  | Account Number   |  |
| ESSER III Business Mgr FICA   | 07-2510-220-0-03   |  |
| Function Code   | Object Code  | Allowable Use  |
| 2510 - Fiscal Services  | 220 - Social Security Contributions  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures withi  | in the account and how they will addres  | ss a COVID-19 need   |
| Employer contributions for social security  | y and medicare taxes on the premium pay  | incentives.  |
| Budgeted Expenditures in SFY 2021   | \$0  |  |
| Budgeted Expenditures in SFY 2022   | \$0  |  |
| Budgeted Expenditures in SFY 2023   | \$77   |  |
| 5 1   |  | Status   |
| Budgeted Expenditures in SFY 2024   | \$77   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0064   | \$77<br>\$154<br>Is this Item for the 20% Minimuim L   | Approved   |
| •   | \$154<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learning  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0064<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$154<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0064<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$154<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learning  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0064<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Business Mgr Unemp   | \$154<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0064<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Business Mgr Unemp<br>Function Code  | \$154<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2510-260-0-03  | Approved earning Loss Set Aside Expenditure ng Loss Set Aside Expenditure Allowable Use 16 - Other activities necessary to   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0064<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Business Mgr Unemp<br>Function Code<br>2510 - Fiscal Services  | \$154<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2510-260-0-03<br>Object Code   | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0064<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Business Mgr Unemp<br>Function Code<br>2510 - Fiscal Services  | \$154<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2510-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address  | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0064<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Business Mgr Unemp<br>Function Code<br>2510 - Fiscal Services<br>Please describe the expenditures withi<br>Employer contributions for unemployme   | \$154<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2510-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address  | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0064<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Business Mgr Unemp<br>Function Code<br>2510 - Fiscal Services<br>Please describe the expenditures withi<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021                                      | \$154<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2510-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>nt taxes on the premium pay incentives.   | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0064<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Business Mgr Unemp<br>Function Code<br>2510 - Fiscal Services<br>Please describe the expenditures withi<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$154<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>07-2510-260-0-03<br><b>Object Code</b><br>260 - Unemployment Compensation<br><b>in the account and how they will addres</b><br>nt taxes on the premium pay incentives.<br>\$0               | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0064<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Business Mgr Unemp<br>Function Code<br>2510 - Fiscal Services<br>Please describe the expenditures withi  | \$154<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>07-2510-260-0-03<br><b>Object Code</b><br>260 - Unemployment Compensation<br><b>in the account and how they will addres</b><br>nt taxes on the premium pay incentives.<br>\$0<br>\$0<br>\$0 | Approved  earning Loss Set Aside Expenditure  ng Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
|--|---|--|--|
|  |   |  |  |
| Account Name   | Account Number  |  |  |
| ESSER III Plant Operation Salary   | 07-2600-121-0-03  |  |  |
| Function Code  | Object Code   | Allowable Use  |  |
| 2600 - Operation and Maintenance of  | 121 - Full-Time Non-Certified Salaries  | 16 - Other activities necessary to   |  |
| Plant Services (All except<br>Transportation)  |   | maintain LEA operations and services and employ existing LEA staff.  |  |
| Premium pay for the recruitment and ret  |   | The recruitment incentive will be no more  |  |
| Premium pay for the recruitment and ret<br>than \$500 for each new custodian or mai<br>for each returning custodian or maintena<br>staff to go above and beyond their norm<br>more difficult due to COVID. 6 staff mem   | ention of custodial and maintenance staff.<br>intenance employee. The retention incenti<br>ance employee. Working in a school during<br>al duties. Finding qualified staff is difficul<br>abers will receive the premium pay.                         | . The recruitment incentive will be no more<br>ve will be no more than \$500 per semeste<br>g a pandemic is stressful and requires all   |  |
| Premium pay for the recruitment and ret<br>than \$500 for each new custodian or main<br>for each returning custodian or maintena<br>staff to go above and beyond their norm<br>more difficult due to COVID. 6 staff mem<br>Budgeted Expenditures in SFY 2021   | ention of custodial and maintenance staff.<br>intenance employee. The retention incenti<br>ance employee. Working in a school during<br>al duties. Finding qualified staff is difficul<br>abers will receive the premium pay.<br>\$0                  | . The recruitment incentive will be no more<br>ve will be no more than \$500 per semeste<br>g a pandemic is stressful and requires all   |  |
| Premium pay for the recruitment and ret<br>than \$500 for each new custodian or main<br>for each returning custodian or maintena<br>staff to go above and beyond their norm<br>more difficult due to COVID. 6 staff mem<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | ention of custodial and maintenance staff<br>intenance employee. The retention incenti<br>ance employee. Working in a school during<br>al duties. Finding qualified staff is difficul<br>abers will receive the premium pay.<br>\$0<br>\$0            | . The recruitment incentive will be no more<br>ve will be no more than \$500 per semeste<br>g a pandemic is stressful and requires all   |  |
| Premium pay for the recruitment and ret<br>than \$500 for each new custodian or main<br>for each returning custodian or maintena<br>staff to go above and beyond their norm<br>more difficult due to COVID. 6 staff mem<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | ention of custodial and maintenance staff<br>intenance employee. The retention incenti<br>ance employee. Working in a school during<br>al duties. Finding qualified staff is difficul<br>abers will receive the premium pay.<br>\$0<br>\$0<br>\$6,000 | The recruitment incentive will be no more<br>ve will be no more than \$500 per semeste<br>g a pandemic is stressful and requires all<br>t under normal circumstances, but even |  |
| Premium pay for the recruitment and ret<br>than \$500 for each new custodian or main<br>for each returning custodian or maintena<br>staff to go above and beyond their norm<br>more difficult due to COVID. 6 staff mem<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | ention of custodial and maintenance staff<br>intenance employee. The retention incenti<br>ance employee. Working in a school during<br>al duties. Finding qualified staff is difficul<br>abers will receive the premium pay.<br>\$0<br>\$0            | . The recruitment incentive will be no more<br>ve will be no more than \$500 per semeste<br>g a pandemic is stressful and requires all   |  |
| Premium pay for the recruitment and ret<br>than \$500 for each new custodian or main<br>for each returning custodian or maintena<br>staff to go above and beyond their norm<br>more difficult due to COVID. 6 staff mem<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | ention of custodial and maintenance staff<br>intenance employee. The retention incenti<br>ance employee. Working in a school during<br>al duties. Finding qualified staff is difficul<br>abers will receive the premium pay.<br>\$0<br>\$0<br>\$6,000 | The recruitment incentive will be no<br>ve will be no more than \$500 per sem<br>g a pandemic is stressful and requires<br>t under normal circumstances, but eve               |  |

Direct Allocation

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

<u>Account Name</u> ESSER III Plant Oper FICA Account Number

07-2600-220-0-03

**Object Code** 

**Function Code** 

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

## Allowable Use

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

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

Employer contributions for social security and medicare taxes on the premium pay incentives.

| Budgeted Expenditures in SFY 2021 | \$O   |               |  |
|-----------------------------------|-------|---------------|--|
| Budgeted Expenditures in SFY 2022 | \$O   |               |  |
| Budgeted Expenditures in SFY 2023 | \$459 |               |  |
| Budgeted Expenditures in SFY 2024 | \$459 | <u>Status</u> |  |
| Total Expenditures                | \$918 | Approved      |  |
|                                   |       |               |  |

220 - Social Security Contributions

| Allocation Type  | <u>Is this Item for the 20% Minimuim Le</u>                          | arning Loss Set Aside Expenditure  |
|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learnin                             | ng Loss Set Aside Expenditure  |
| Account Name   | Account Number   |  |
| ESSER III Plant Oper Unemp   | 07-2600-260-0-03   |  |
| Function Code  | Object Code  | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 260 - Unemployment Compensation                                      | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |
| Please describe the expenditures with  | in the account and how they will addres                              | s a COVID-19 need  |
| Employer contributions for unemployme  | ent taxes on the premium pay incentives.                             |  |
| Budgeted Expenditures in SFY 2021  | \$0  |  |
| Budgeted Expenditures in SFY 2022  | \$0  |  |
| Budgeted Expenditures in SFY 2023  | \$6  |  |
| Budgeted Expenditures in SFY 2024  | \$6  | <u>Status</u>  |
| Total Expenditures   | \$12   | Approved   |
| ne Item ID: 342-3-0068   |  |  |
| Allocation Type  | Is this Item for the 20% Minimuim Le                                 | arning Loss Set Aside Expenditure  |
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
|  |  |  |
| Account Name   | Account Number   |  |
| <u>Account Name</u><br>ESSER III Driver Salary                                       | Account Number<br>07-2710-121-0-03                                   |  |
|  |  | Allowable Use  |

Premium pay for the recruitment and retention of bus and van drivers. The recruitment incentive will be no more than \$500 for each new bus and van driver. The retention incentive will be no more than \$500 per semester for each returning bus and van driver. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 9 staff members will receive the premium pay.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$9,000  |
| Budgeted Expenditures in SFY 2024 | \$9,000  |
| Total Expenditures                | \$18,000 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |
|               |  |  |

| Allocation Type   | Is this Item for the 20% Minimuim L   | •  |
|---|---|--|
| Direct Allocation   | NO - this item is not marked for Learni   | ng Loss Set Aside Expenditure  |
| Account Name  | Account Number  |  |
| ESSER III Driver FICA   | 07-2710-220-0-03  |  |
| Function Code   | Object Code   | Allowable Use  |
| 2710 - Vehicle Operation  | 220 - Social Security Contributions   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures with   | in the account and how they will addres   | ss a COVID-19 need   |
| -   | y and medicare taxes on the premium pay   |  |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$0   |  |
| Budgeted Expenditures in SFY 2023   | \$689   |  |
|   |   | Chatura  |
|   | \$689   | Status   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   | <u>\$689</u><br>\$1,378   | <u>Status</u><br>Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   | \$1,378   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0070<br>Allocation Type  |   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0070<br>Allocation Type<br>Direct Allocation  | \$1,378<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learning   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0070<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$1,378<br>Is this Item for the 20% Minimuim L  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0070<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Driver Unemp   | \$1,378<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0070<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Driver Unemp<br>Function Code  | \$1,378<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2710-260-0-03   | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure Allowable Use 16 - Other activities necessary to   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0070<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Driver Unemp<br>Function Code<br>2710 - Vehicle Operation  | \$1,378<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2710-260-0-03<br>Object Code  | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0070<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Driver Unemp<br>Function Code<br>2710 - Vehicle Operation  | \$1,378<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2710-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address   | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0070<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Driver Unemp<br>Function Code<br>2710 - Vehicle Operation<br>Please describe the expenditures withi  | \$1,378<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2710-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address   | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0070<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Driver Unemp<br>Function Code<br>2710 - Vehicle Operation<br>Please describe the expenditures withi<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021                                      | \$1,378<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2710-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>nt taxes on the premium pay incentives.                      | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0070<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Driver Unemp<br>Function Code<br>2710 - Vehicle Operation<br>Please describe the expenditures withi<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$1,378<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2710-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>nt taxes on the premium pay incentives.<br>\$0               | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0070<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Driver Unemp<br>Function Code<br>2710 - Vehicle Operation<br>Please describe the expenditures withi<br>Employer contributions for unemployme   | \$1,378<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-2710-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>nt taxes on the premium pay incentives.<br>\$0<br>\$0<br>\$0 | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

| Allocation Type  | <u>Is this Item for the 20% Minimuim Le</u>  | carming 2000 bet Ablac Experiantare   |
|--|--|---|
| Direct Allocation  | NO - this item is not marked for Learni  | ng Loss Set Aside Expenditure   |
| Account Name   | Account Number   |   |
| ESSER III Mechanic Salary  | 07-2730-121-0-03   |   |
| Function Code  | Object Code  | Allowable Use   |
| 2730 - Vehicle Servicing and<br>Maintenance  | 121 - Full-Time Non-Certified Salaries   | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  |
| Please describe the expenditures with  | in the account and how they will addres  | s a COVID-19 need   |
| mechanic. The retention incentive will be<br>pandemic is stressful and requires all sta<br>under normal circumstances, but even m  | ention of a mechanic. The recruitment ince<br>e no more than \$500 per semester for a me<br>ff to go above and beyond their normal du<br>fore difficult due to COVID. 1 staff member   | chanic. Working in a school during a<br>ities. Finding qualified staff is difficult   |
| Budgeted Expenditures in SFY 2021  | \$0<br>\$0   |   |
| Budgeted Expenditures in SFY 2022  | \$0  |   |
| Budgeted Expenditures in SFY 2023  | \$1,000  | <b>c</b>  |
|  |  |   |
| 2 .  | <u>\$1,000</u><br>\$2,000  | <u>Status</u><br>Approved   |
| Total Expenditures   |  |   |
| Budgeted Expenditures in SFY 2024 Total Expenditures ne Item ID: 342-3-0072 Allocation Type Direct Allocation Account Name   | \$2,000<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number  | Approved  |
| Total Expenditures ne Item ID: 342-3-0072 Allocation Type Direct Allocation  | \$2,000<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin  | Approved  |
| Total Expenditures ne Item ID: 342-3-0072 Allocation Type Direct Allocation Account Name   | \$2,000<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number  | Approved  |
| Total Expenditures ne Item ID: 342-3-0072 Allocation Type Direct Allocation Account Name ESSER III Mechanic FICA   | \$2,000<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2730-220-0-03  | Approved  |
| Total Expenditures ne Item ID: 342-3-0072 Allocation Type Direct Allocation Account Name ESSER III Mechanic FICA Function Code 2730 - Vehicle Servicing and Maintenance  | \$2,000<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2730-220-0-03<br>Object Code   | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.   |
| Total Expenditures ne Item ID: 342-3-0072 Allocation Type Direct Allocation Account Name ESSER III Mechanic FICA Function Code 2730 - Vehicle Servicing and Maintenance Please describe the expenditures with  | \$2,000<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2730-220-0-03<br>Object Code<br>220 - Social Security Contributions  | Approved  Approved  Approved  Approved  And the set of |
| Total Expenditures ne Item ID: 342-3-0072 Allocation Type Direct Allocation Account Name ESSER III Mechanic FICA Function Code 2730 - Vehicle Servicing and Maintenance Please describe the expenditures with Employer contributions for social security   | \$2,000<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2730-220-0-03<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>y and medicare taxes on the premium pay                              | Approved  Approved  Approved  Approved  And the set of |
| Total Expenditures ne Item ID: 342-3-0072 Allocation Type Direct Allocation Account Name ESSER III Mechanic FICA Function Code 2730 - Vehicle Servicing and Maintenance Please describe the expenditures with Employer contributions for social security Budgeted Expenditures in SFY 2021   | \$2,000<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2730-220-0-03<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>y and medicare taxes on the premium pay<br>\$0                       | Approved  Approved  Approved  Approved  And the set of |
| Total Expenditures ne Item ID: 342-3-0072 Allocation Type Direct Allocation Account Name ESSER III Mechanic FICA Function Code 2730 - Vehicle Servicing and Maintenance Please describe the expenditures with Employer contributions for social security Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022                                   | \$2,000<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2730-220-0-03<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>y and medicare taxes on the premium pay<br>\$0<br>\$0<br>\$0         | Approved  Approved  Approved  Approved  And the set of |
| Total Expenditures ne Item ID: 342-3-0072 Allocation Type Direct Allocation Account Name ESSER III Mechanic FICA Function Code 2730 - Vehicle Servicing and Maintenance Please describe the expenditures with Employer contributions for social security Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 Budgeted Expenditures in SFY 2023 | \$2,000<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2730-220-0-03<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>y and medicare taxes on the premium pay<br>\$0<br>\$0<br>\$0<br>\$77 | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  s a COVID-19 need incentives.  |
| Total Expenditures ne Item ID: 342-3-0072 Allocation Type Direct Allocation Account Name ESSER III Mechanic FICA Function Code 2730 - Vehicle Servicing and Maintenance Please describe the expenditures with Employer contributions for social security Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022                                   | \$2,000<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07-2730-220-0-03<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>y and medicare taxes on the premium pay<br>\$0<br>\$0<br>\$0         | Approved  Approved  Approved  Approved  And the set of |

| Allocation Type                             | <u>Is this Item for the 20% Minimuim Le</u> | <u>arning Loss Set Aside Expenditure</u>   |
|---|---|--|
| Direct Allocation                           | NO - this item is not marked for Learnir    | ng Loss Set Aside Expenditure  |
| Account Name                                | Account Number                              |  |
| ESSER III Mechanic Unemp                    | 07-2730-260-0-03                            |  |
| Function Code                               | Object Code                                 | Allowable Use  |
| 2730 - Vehicle Servicing and<br>Maintenance | 260 - Unemployment Compensation             | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Please describe the expenditures with       | in the account and how they will address    | s a COVID-19 need  |
| Employer contributions for unemployme       | nt taxes on the premium pay incentives.     |  |
| Budgeted Expenditures in SFY 2021           | \$0   |  |
| Budgeted Expenditures in SFY 2022           | \$0   |  |
| Budgeted Expenditures in SFY 2023           | \$1   |  |
| Budgeted Expenditures in SFY 2024           | \$1   | <u>Status</u>  |
| Total Expenditures                          | \$2   | Approved   |
| ine Item ID: 342-3-0074                     |   |  |
| Allocation Type                             | Is this Item for the 20% Minimuim Le        | arning Loss Set Aside Expenditure  |
| Direct Allocation                           | NO - this item is not marked for Learnir    | ng Loss Set Aside Expenditure  |
| Account Name                                | Account Number                              |  |
| ESSER III Food Serv Salaries                | 07-3100-121-0-03                            |  |
| Function Code                               | Object Code                                 | Allowable Use  |
| 3100 - Food Service Operations              | 121 - Full-Time Non-Certified Salaries      | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

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

Premium pay for the recruitment and retention of food service employees. The recruitment incentive will be no more than \$500 for each new food service employee. The retention incentive will be no more than \$500 per semester for each returning food service employee. Working in a school during a pandemic is stressful and requires all staff to go above and beyond their normal duties. Finding qualified staff is difficult under normal circumstances, but even more difficult due to COVID. 5 staff members will receive the premium pay.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$5,000  |
| Budgeted Expenditures in SFY 2024 | \$5,000  |
| Total Expenditures                | \$10,000 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |
|               |  |  |

| Allocation Type  | Is this Item for the 20% Minimum L  | •   |
|--|---|---|
| Direct Allocation  | NO - this item is not marked for Learni   | ing Loss Set Aside Expenditure  |
| Account Name   | Account Number  |   |
| ESSER III Food Serv FICA   | 07-3100-220-0-03  |   |
| Function Code  | Object Code   | Allowable Use   |
| 3100 - Food Service Operations   | 220 - Social Security Contributions   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures with  | in the account and how they will addres   | ss a COVID-19 need  |
| -  | y and medicare taxes on the premium pay   |   |
| Budgeted Expenditures in SFY 2021  | \$0   |   |
| Budgeted Expenditures in SFY 2022  | \$0   |   |
| Budgeted Expenditures in SFY 2023  | \$383   |   |
|  | ·   | Charters  |
| •  | \$383   | Status  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures  | <u>\$383</u><br>\$766   | <u>Status</u><br>Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0076  | \$766   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0076<br>Allocation Type   | \$766<br>Is this Item for the 20% Minimuim L  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0076<br>Allocation Type<br>Direct Allocation  | \$766<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learning   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 342-3-0076<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$766<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0076<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Food Serv Unemp   | \$766<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-3100-260-0-03   | Approved<br>earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0076<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Food Serv Unemp<br>Function Code  | \$766<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-3100-260-0-03<br>Object Code  | Approved<br>earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0076<br>Allocation Type<br>Direct Allocation  | \$766<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-3100-260-0-03   | Approved<br>earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0076<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Food Serv Unemp<br>Function Code<br>3100 - Food Service Operations  | \$766<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-3100-260-0-03<br>Object Code  | Approved  earning Loss Set Aside Expenditure  ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0076<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Food Serv Unemp<br>Function Code<br>3100 - Food Service Operations<br>Please describe the expenditures withi  | \$766<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-3100-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address   | Approved  earning Loss Set Aside Expenditure  ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0076<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Food Serv Unemp<br>Function Code<br>3100 - Food Service Operations  | \$766<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-3100-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address   | Approved  earning Loss Set Aside Expenditure  ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0076<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Food Serv Unemp<br>Function Code<br>3100 - Food Service Operations<br>Please describe the expenditures withi<br>Employer contributions for unemployme   | \$766<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-3100-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>nt taxes on the premium pay incentives.                      | Approved  earning Loss Set Aside Expenditure  ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0076<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Food Serv Unemp<br>Function Code<br>3100 - Food Service Operations<br>Please describe the expenditures withi<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021                                      | \$766<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-3100-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>nt taxes on the premium pay incentives.<br>\$0               | Approved  earning Loss Set Aside Expenditure  ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0076<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Food Serv Unemp<br>Function Code<br>3100 - Food Service Operations<br>Please describe the expenditures withi<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$766<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07-3100-260-0-03<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>nt taxes on the premium pay incentives.<br>\$0<br>\$0<br>\$0 | Approved  earning Loss Set Aside Expenditure  ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

| Allocation Type   | <u>Is this Item for the 20% Minimuim Le</u>   | earning Loss Set Aside Expenditure  |
|---|---|---|
| Direct Allocation   | NO - this item is not marked for Learni   | ng Loss Set Aside Expenditure   |
| Account Name  | Account Number  |   |
| ESSER III Plant Operation Salary  | 07-2600-121-0-03  |   |
| Function Code   | Object Code   | Allowable Use   |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)  | 121 - Full-Time Non-Certified Salaries  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  |
| Please describe the expenditures with   | in the account and how they will addres   | s a COVID-19 need   |
| Due to the additional cleaning protocols which puts them into overtime.   | brought on by COVID, custodial personne   | l often times work beyond their schedule  |
| Budgeted Expenditures in SFY 2021   | \$0   |   |
| Budgeted Expenditures in SFY 2022   | \$0   |   |
|   | \$O   |   |
| Budgeted Expenditures in SFY 2023   | 40  |   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024  | \$11,212  | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0078   | ·   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0078<br>Allocation Type  | \$11,212<br>\$11,212  | Approved  |
| •   | \$11,212<br>\$11,212<br>Is this Item for the 20% Minimuim Le  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0078<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$11,212<br>\$11,212<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0078<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Plant Oper FICA  | \$11,212<br>\$11,212<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0078<br>Allocation Type<br>Direct Allocation   | \$11,212<br>\$11,212<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>07-2600-220-0-03   | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0078<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Plant Oper FICA<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)   | \$11,212<br>\$11,212<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>07-2600-220-0-03<br>Object Code  | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0078<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Plant Oper FICA<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures withing   | \$11,212<br>\$11,212<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>07-2600-220-0-03<br>Object Code<br>220 - Social Security Contributions   | Approved  Approved  Approved  Approved  And the set of |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Ine Item ID: 342-3-0078<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Plant Oper FICA<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures within<br>Employer contributions for social security   | \$11,212<br>\$11,212<br><b>Is this Item for the 20% Minimuim Lee</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>07-2600-220-0-03<br><b>Object Code</b><br>220 - Social Security Contributions<br>in the account and how they will address   | Approved  Approved  Approved  Approved  And the set of |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Ine Item ID: 342-3-0078<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Plant Oper FICA<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures within<br>Employer contributions for social security<br>Budgeted Expenditures in SFY 2021                                    | \$11,212<br>\$11,212<br>\$11,212<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>07-2600-220-0-03<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>y and medicare taxes on the custodial over                                 | Approved  Approved  Approved  Approved  And the set of |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Ine Item ID: 342-3-0078<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Plant Oper FICA<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures with<br>Employer contributions for social security<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$11,212<br>\$11,212<br><b>Is this Item for the 20% Minimuim Lee</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>07-2600-220-0-03<br><b>Object Code</b><br>220 - Social Security Contributions<br>in the account and how they will address<br>y and medicare taxes on the custodial over<br>\$0                | Approved  Approved  Approved  Approved  And the set of |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 342-3-0078<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III Plant Oper FICA<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures withing   | \$11,212<br>\$11,212<br><b>Is this Item for the 20% Minimuim Lee</b><br>NO - this item is not marked for Learnin<br><b>Account Number</b><br>07-2600-220-0-03<br><b>Object Code</b><br>220 - Social Security Contributions<br>in the account and how they will address<br>y and medicare taxes on the custodial over<br>\$0<br>\$0<br>\$0 | Approved  Approved  Approved  Approved  And the set of |

| <u>Allocation Type</u><br>Direct Allocation   | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnir | •   |
|---|--|---|
| Account Name  | Account Number   |   |
| ESSER III Plant Oper Unemp  | 07-2600-260-0-03   |   |
| Function Code   | Object Code  | Allowable Use   |
| 2600 - Operation and Maintenance of   | 260 - Unemployment Compensation  | 16 - Other activities necessary to                                  |
| Plant Services (All except<br>Transportation)   |  | maintain LEA operations and services and employ existing LEA staff. |
| Plant Services (All except<br>Transportation)   | in the account and how they will address<br>nt taxes on the custodial overtime.  | and employ existing LEA staff.                                      |
| Plant Services (All except<br>Transportation)<br>Please describe the expenditures within  | •  | and employ existing LEA staff.                                      |
| Plant Services (All except<br>Transportation)<br>Please describe the expenditures with<br>Employer contributions for unemployme   | nt taxes on the custodial overtime.  | and employ existing LEA staff.                                      |
| Plant Services (All except<br>Transportation)<br>Please describe the expenditures within<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021                                      | nt taxes on the custodial overtime.<br>\$0                                       | and employ existing LEA staff.                                      |
| Plant Services (All except<br>Transportation)<br>Please describe the expenditures within<br>Employer contributions for unemployme<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | nt taxes on the custodial overtime.<br>\$0<br>\$0                                | and employ existing LEA staff.                                      |

### **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**

| District            | Address                               | Mail Address                   |
|---------------------|---------------------------------------|--------------------------------|
| Chaparral Schools   | 124 N Jennings, Anthony, KS 670030486 | Box 486, Anthony, KS 670030486 |
| Superintendent Name | Superintendent E-mail Address         | Superintendent Phone Number    |
| Josh Swartz         | joshs@usd361.org                      | (620) 842-5183                 |

## **Authorized Representative of the District Information**

| <u>Name</u>                   | Position of Title | E-mail Address                | Phone Number               |
|-------------------------------|-------------------|-------------------------------|----------------------------|
| Josh Swartz                   | Superintendent    | joshs@usd361.org              | (620) 842-5183             |
| Other District Representative | <u>1 - Name</u>   | Other District Representative | <u> 1 - E-mail Address</u> |
| Barbara Muse                  |                   | barbaram@usd361.org           |                            |
| Other District Representative | <u> 2 - Name</u>  | Other District Representative | 2 - E-mail Address         |
| Robyn Liebelt                 |                   | robynl@usd361.org             |                            |

## Plan for Safe Return

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

https://docs.google.com/document/d/e/2PACX-1vTKgsA8pHDm3ivfA6sEZcwHeZSPX5\_4ZszpoFhZk6tjkFw0T3IIwY9RUqGGoRgwNlcmn97Xm4pADxak/pub

## Use of Funds for CDC Guidance

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

COVID-19 infection rates in our community and across the region guide the mitigation and prevention strategies. Currently, maintenance and custodial processes are a high focus in regards to effectiveness of surface and air quality. Guidance from our community also influences the reopening of schools as the culture and social structures change with COVID-19 infection rates. The intention remains that classrooms and buildings need to be safe and clean.

## Stakeholder Engagement

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

## Students

#### Idea Hunt

The feedback from the idea hunt provides a relevant look into the interests and focuses of students even though the project took place during the 2020-2021 school year. The general concept is to have an idea hunt where students submitted their solutions to the 3 following questions: "How might we build better relationships between all people who learn and work in our school building?", "How might we create a school culture in which students want to participate in school activities and/or athletics?", and "What is one thing that could be done to make all students feel included and valued?"

52 ideas were collected with about 17 ideas per question. These ideas passed through a side by side voting process until the top ideas were identified, which focused on time and strategy development for relationship work along with a theme of creating a school day with more time for informal conversation time.

The connection to the ESSER 3 plan flows through the importance of using supplies and staff time to build on a school day that builds on a positive use of school time for students.

#### Journey to Yes Interview

Four students were interviewed in connection to a communication and marketing project for the school district. The four students represented both students currently in school that were both involved and then not so involved and two more that were recent graduates. The consistent theme from all respondents connected to the continuation of the personalized learning options.

**Key Summary Points** 

Student to student & staff to student relationships, personalized learning

## Families

#### **Climate Survey**

Each year since the 2019-2020 school year a climate survey has been administered to families, staff and students in January. There are 6 core areas including trust, bullying, drug use, safety, learning expectations and resilience. Of each of those areas bullying is the one area where the parent voice is not in alignment with staff perceptions. This takeaway also aligns with both behavior and mental health supports that arose from the ESSER 3 survey.

#### ESSER 3 Survey

As of June 13, 2022 98 parents, staff and community placed responses to the survey that was a copy of the survey shared in the KSDE ESSER 3 toolkit. Of a district with 800 students, approximately 425 families and a grand total community population of 3,000; this is a very rough estimate of about a 14% response rate. The key topics that received the most consistent "Very Important" and "Important" ratings for families were mental health, behavior and academic support. This concern aligns with the 2021-2026 strategic plan of continued improvement in the area of MTSS.

**Key Summary Points** 

Safety, academic performance and behavior support.

#### SCKSEC Admin Meeting Notes

USD 361 is a member of the South Central Kansas Special Education Cooperative (SCKSEC #605) along with 14 other districts. Administrators discussed this topic in February 2022 and the key points shared connected to the ability to hire paras and the possibility of having high school students gain training enabling them to be a para once they graduate. Auditory processing concerns were shared connecting to the ability to verbal learning abilities. STEM and summer camp ideas were also discussed.

Key Summary Points

Staff retention and recruitment which also connects to the special education cooperative being connected culturally with the local school districts.

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

Idea Hunt

During the 2021-2022 school year in connection with developing a 5 year strategic plan, staff had the opportunity to provide ideas as part of an "Idea Hunt". The hunt collected 21 ideas where 5 "How might we..." question stems were used. Those questions were "HMW improve trust?", "HMW be a place where everyone want to be?", "HMW design innovative celebrations?", "HMW gain community support for increased funding of district goals and objectives?", and "HMW increase our academic opportunities that compete with the top schools in Kansas".

Once the ideas were collected, staff had the opportunity to chip vote by placing up to 25 chips for each of the 5 categories on whichever idea best aligned with their goals and objectives. 2 key ideas were selected for movement into the strategic planning work which were called "Up the Color" and "Celebration Space". The overall them of the ideas related to climate and culture in building the positive atmosphere for students.

Principal and teacher feedback

Finding ways to keep staff engaged so they stay in the district which also connects to recruitment and "grow your own" type programs. The para to teacher scholarship plan that started using ESSER II dollars is working and would want to continue this program.

The district has worked with TASN on our MTSS implementation the past 3 years and the continued focus on implementation remains a goal. The current work on strengthening Tier 1 instruction for reading specifically is the focus for 2022-2023 along with the growth of data driven conversations at the classroom teacher community level.

Journey to Yes Interview

Stay connected with other educators, raise achievement, keep a focus and when a change occurs communicate it.

**Key Summary Points** 

Stay focused on MTSS implementation and continue to find ways to engage staff through their own passions.

#### Journey to Yes Interview

Inclusivity is a challenge which connects to the overall acceptance of students and families from different backgrounds. The bias that exists is taught through generations and takes a concerted effort to change.

General Parent Feedback

Approximately 4% of the student population is designated as American Indian or Alaskan Native. The themes of concerns as well as celebrations flow through the lens of equity, inclusiveness and opportunity.

**Key Summary Points** 

Focus on strategies that build inclusiveness and acceptance. This includes processes that focus on learning data away from the personal connections that may exist that drive the support for students.

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

Specific feedback from students and/or organizations

The google form that was open to families had a high consistency response around supporting academic interventions. Of the 107 responses (6/14/22); 8 respondents identified with children with disabilities, or ELL or a child in foster care.

Anecdotal evidence from the past year from staff also shows the concern with a lack of acceptance and empathy. Several instances arose over the past 12 months that demonstrate the need to improve on acceptance. There are many programs in place to support character education, however, the need to continue the improvement pattern exists.

Contact with the Disability Rights Center of Kansas was not returned by the time of this submission, however, will continue to connect with organizations to stay abreast of current needs and trends for students and families with disabilities.

**Key Summary Points** 

Continued work on empathy and acceptance; academic and behavior supports.

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

#### Additional info added on 7/28/22

The district currently does not have any homeless students and between 3 and 10 migrant students at any given time. After consulting with our migrant recruiter, the key barriers are learning the English Language and engaging parents in the education of their children. The district sees these same areas with goals of improving in both language proficiency and parent engagement.

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#### Additional info added on 7/13/22

Of these 7 responses, 4 were from parents with children with disabilities, 1 from a parent that has English as a second language, 1 from a parent that is underserved, and 1 from a parent for a child in foster care.

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7 respondents on our survey matched this area with similar concerns regarding academic achievement and behavior. A specific concern was shared regarding students that don't qualify for special education, however, are in need of support. Even with the current MTSS model in place, more needs to be done.

**Key Summary Points** 

Academic intervention support Expanded behavior and social emotional support

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

A google form is open for families to complete.

**Key Summary Points** 

Academic and behavioral supports Overall mental health monitoring and support School safety

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

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

The 2020-2021 school year started for 2 weeks in the hybrid model with half the student population onsite and the other half attending virtually. Once that 2 week window was complete, full onsite with restrictions of masking and social in place. During the end of October 2020, Anthony Elementary did Remote Learning for 3 weeks, then in January 2021 Chaparral Jr/Sr High had a week of Remote Learning.

The 2021-2022 school year had one day for Anthony Elementary where there was no school because of a shortage of staff. During the 2021-2022 school year, antigen testing took place through December. Students that were exposed to a positive test were able to attend provided the daily testing took place.

With an English Learner population making up 7% of the student population, poverty at 15% (direct assistance) and free / reduced at 60% the goal was to remain onsite as much as possible. During the spring of the 2019-2020 school year when full remote learning was taking place, special education, ELL, and low income families were the most impacted. This evidence was noted specifically through Fastbridge Math and Reading scores taken during the fall of 2020.

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

Summer learning and summer enrichment are two of the key components in our plan. The district has a comprehensive after school program through Title IVA that will also receive additional support with ESSER funds.

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

Several HVAC units are in the plan for replacement. The units are older and not equipped with air filtration systems capable of removing viruses and other particles from the air.

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

Continued work with the MTSS TASN team, which is currently in year 3. The current focus is on the use of data and individualized student intervention impact.

ELL staff were added with ESSER 2 funding and would continue through the ESSER 3 window.

## Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$1,575,625              | \$0                | \$1,575,625             | ESSER III Allocations | \$315,125   |
| Approved Total        | \$1,411,625              | \$0                | \$1,411,625             | Approved Total        | \$433,477   |
| Amount Left           | \$164,000                | \$0                | \$164,000               | Amount Still Needed   | \$0         |
| In Review Total       | \$120,000                | \$0                | \$120,000               | In Review Total       | \$0         |
| Amount Left           | \$44,000                 | \$0                | \$44,000                | Amount Still Needed   | \$0         |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 361-3-0017 | Direct             | False            | 2600             | 610            | 7                | \$120,000          | Task Force Review |
| 361-3-0002 | Direct             | False            | 1000             | 650            | 9                | \$110,000          | Approved          |
| 361-3-0003 | Direct             | False            | 1000             | 650            | 9                | \$105,000          | Approved          |
| 361-3-0004 | Direct             | False            | 1000             | 610            | 4                | \$116,193          | Approved          |
| 361-3-0005 | Direct             | False            | 2500             | 111            | 16               | \$90,000           | Approved          |
| 361-3-0006 | Direct             | False            | 1000             | 111            | 4                | \$138,455          | Approved          |
| 361-3-0008 | Direct             | False            | 1000             | 111            | 11A              | \$102,000          | Approved          |
| 361-3-0009 | Direct             | False            | 1000             | 111            | 16               | \$316,500          | Approved          |
| 361-3-0011 | Direct             | True             | 1000             | 111            | 12               | \$160,000          | Approved          |
| 361-3-0012 | Direct             | True             | 1000             | 300            | 12               | \$70,000           | Approved          |
| 361-3-0013 | Direct             | True             | 1000             | 610            | 4                | \$38,477           | Approved          |
| 361-3-0014 | Direct             | True             | 1000             | 111            | 11A              | \$100,000          | Approved          |
| 361-3-0016 | Direct             | True             | 2100             | 111            | 12               | \$65,000           | Approved          |

# Line Item Details

Line Item ID: 361-3-0017

| Allocation Type  |  | and the cost Andel II. It   |
|--|--|---|
| Direct Allocation  | NO - this item is not marked for Learni  | ng Loss Set Aside Expenditure   |
| Account Name   | Account Number   |   |
| ESSER #3 Ops & Maint   | 81-2620-610-0000-000   |   |
| Function Code  | Object Code  | Allowable Use   |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)   | 610 - General Supplies and Materials   | 7 - Purchasing supplies to sanitize and clean LEA and school facilities.  |
| Please describe the expenditures with  | in the account and how they will addres  | s a COVID-19 need   |
| General cleaning and sanitation supplies   | that help to reduce the spread of viruses a  | and bacteria.   |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$0  |   |
| Budgeted Expenditures in SFY 2023  | \$0  |   |
| Budgeted Expenditures in SFY 2024  | \$120,000  | <u>Status</u>   |
| Total Expenditures   | \$120,000  | Task Force Review   |
| New Line Item  |  |   |
| New Line Item  |  |   |
| ne Item ID: 361-3-0002   | Is this Item for the 20% Minimuim Lo   | earning Loss Set Aside Expenditure  |
| ne Item ID: 361-3-0002<br>Allocation Type  | <b>Is this Item for the 20% Minimuim Le</b><br>NO - this item is not marked for Learni   | · ·   |
| ne Item ID: 361-3-0002<br>Allocation Type<br>Direct Allocation   |  | · ·   |
| ne Item ID: 361-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER#3 Instructional Technology   | NO - this item is not marked for Learni  |   |
| ne Item ID: 361-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER#3 Instructional Technology<br>Supplies   | NO - this item is not marked for Learni<br><u>Account Number</u>   | · ·   |
| ne Item ID: 361-3-0002<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>ESSER#3 Instructional Technology<br>Supplies<br><b>Function Code</b>   | NO - this item is not marked for Learni<br><u>Account Number</u><br>81-1000-650-000  | ng Loss Set Aside Expenditure Allowable Use   |
| ne Item ID: 361-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER#3 Instructional Technology<br>Supplies<br>Function Code<br>1000 - Instruction  | NO - this item is not marked for Learni<br>Account Number<br>81-1000-650-000<br>Object Code  | Allowable Use<br>9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students.   |
| ne Item ID: 361-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER#3 Instructional Technology<br>Supplies<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>PK-4 Devices // Additional info added on   | NO - this item is not marked for Learni<br><u>Account Number</u><br>81-1000-650-000<br><b>Object Code</b><br>650 - Supplies-Technology Related   | Allowable Use<br>9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students.<br>ss a COVID-19 need<br>4th personal technology devices (iPads).       |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER#3 Instructional Technology<br>Supplies<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>PK-4 Devices // Additional info added on<br>Remote learning increased the breakage   | NO - this item is not marked for Learni<br>Account Number<br>81-1000-650-000<br>Object Code<br>650 - Supplies-Technology Related<br>in the account and how they will address<br>in 6/21/22 for SFY 2023 replacement of PK-   | Allowable Use<br>9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students.<br>ss a COVID-19 need<br>4th personal technology devices (iPads).       |
| he Item ID: 361-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER#3 Instructional Technology<br>Supplies<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>PK-4 Devices // Additional info added on<br>Remote learning increased the breakage<br>Budgeted Expenditures in SFY 2021  | NO - this item is not marked for Learni<br>Account Number<br>81-1000-650-000<br>Object Code<br>650 - Supplies-Technology Related<br>in the account and how they will address<br>16/21/22 for SFY 2023 replacement of PK-<br>and usage rate of current device inventory                             | Allowable Use<br>9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students.<br>ss a COVID-19 need<br>4th personal technology devices (iPads).       |
| ne Item ID: 361-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER#3 Instructional Technology<br>Supplies<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>PK-4 Devices // Additional info added on<br>Remote learning increased the breakage<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | NO - this item is not marked for Learni<br>Account Number<br>81-1000-650-000<br>Object Code<br>650 - Supplies-Technology Related<br>in the account and how they will address<br>0 6/21/22 for SFY 2023 replacement of PK-<br>and usage rate of current device inventory<br>\$0                     | Allowable Use<br>9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students.<br>ss a COVID-19 need<br>4th personal technology devices (iPads).       |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER#3 Instructional Technology<br>Supplies<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>PK-4 Devices // Additional info added on<br>Remote learning increased the breakage<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | NO - this item is not marked for Learni<br>Account Number<br>81-1000-650-000<br>Object Code<br>650 - Supplies-Technology Related<br>in the account and how they will address<br>16/21/22 for SFY 2023 replacement of PK-<br>and usage rate of current device inventory<br>\$0<br>\$0<br>\$0        | Allowable Use<br>9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students.<br>ss a COVID-19 need<br>4th personal technology devices (iPads).       |
| ne Item ID: 361-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER#3 Instructional Technology<br>Supplies<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>PK-4 Devices // Additional info added on<br>Remote learning increased the breakage<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | NO - this item is not marked for Learni<br>Account Number<br>81-1000-650-000<br>Object Code<br>650 - Supplies-Technology Related<br>in the account and how they will address<br>0 6/21/22 for SFY 2023 replacement of PK-<br>and usage rate of current device inventory<br>\$0<br>\$0<br>\$110,000 | Allowable Use<br>9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students.<br>s a COVID-19 need<br>4th personal technology devices (iPads).<br>y.  |
| ne Item ID: 361-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER#3 Instructional Technology<br>Supplies<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>PK-4 Devices // Additional info added on  | NO - this item is not marked for Learni<br>Account Number<br>81-1000-650-000<br>Object Code<br>650 - Supplies-Technology Related<br>in the account and how they will address<br>and usage rate of current device inventory<br>\$0<br>\$0<br>\$110,000<br>\$0                                       | Allowable Use<br>9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students.<br>as a COVID-19 need<br>4th personal technology devices (iPads).<br>y. |

| <u>Illocation Type</u>  | Is this Item for the 20% Minimuim   | Learning Loss Set Aside Expenditure  |
|---|---|--|
| Direct Allocation   | NO - this item is not marked for Lear   | ning Loss Set Aside Expenditure  |
| Account Name  | Account Number  |  |
| ESSER#3 Instructional Technology<br>Supplies  | 81-1000-650-000   |  |
| Function Code   | Object Code   | Allowable Use  |
| 1000 - Instruction  | 650 - Supplies-Technology Related   | 9 - Purchasing educational technology<br>(including hardware, software, and  |
| -<br>7-12 Devices // Additional info added or   | in the account and how they will address<br>of 6/21/22 SFY 2024 replacement of 7th to<br>sed the breakage and usage rate of curre | connectivity) for the LEA's students.<br>ess a COVID-19 need<br>o 12th personal technology devices                         |
| 7-12 Devices // Additional info added or<br>Chromebooks). Remote learning increas   | n 6/21/22 SFY 2024 replacement of 7th to<br>ed the breakage and usage rate of curre   | connectivity) for the LEA's students.<br>ess a COVID-19 need<br>o 12th personal technology devices                         |
| 7-12 Devices // Additional info added or<br>Chromebooks). Remote learning increas<br>Budgeted Expenditures in SFY 2021  | n 6/21/22 SFY 2024 replacement of 7th to  | connectivity) for the LEA's students.<br>ess a COVID-19 need<br>o 12th personal technology devices                         |
| 7-12 Devices // Additional info added or<br>Chromebooks). Remote learning increas<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | 6/21/22 SFY 2024 replacement of 7th to<br>ed the breakage and usage rate of curre<br>\$0  | connectivity) for the LEA's students.<br>ess a COVID-19 need<br>o 12th personal technology devices                         |
| 7-12 Devices // Additional info added or<br>Chromebooks). Remote learning increas<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | n 6/21/22 SFY 2024 replacement of 7th to<br>sed the breakage and usage rate of curre<br>\$0<br>\$0                                | connectivity) for the LEA's students.<br>ess a COVID-19 need<br>o 12th personal technology devices                         |
| 7-12 Devices // Additional info added or<br>Chromebooks). Remote learning increas<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | n 6/21/22 SFY 2024 replacement of 7th to<br>sed the breakage and usage rate of curre<br>\$0<br>\$0<br>\$0<br>\$0                  | connectivity) for the LEA's students.<br>ess a COVID-19 need<br>o 12th personal technology devices<br>nt device inventory. |
| 7-12 Devices // Additional info added or  | n 6/21/22 SFY 2024 replacement of 7th to<br>sed the breakage and usage rate of curre<br>\$0<br>\$0<br>\$0<br>\$105,000            | connectivity) for the LEA's students.<br>ess a COVID-19 need<br>o 12th personal technology devices<br>nt device inventory. |

| Direct Allocation   | NO - this item is not marked for Learnir  | a Loss Sat Asida Expanditura  |
|---|---|---|
|   | NO - this item is not marked for Learnin  | ig Loss Set Aside Experiature   |
| <u>Account Name</u>   | Account Number  |   |
| ESSER#3 Instructional Supplies  | 81-1000-610-000   |   |
| Function Code   | Object Code   | Allowable Use   |
| 1000 - Instruction  | 610 - General Supplies and Materials  | 4 - Activities to address the unique<br>needs of low-income children, children<br>with disabilities, English learners, racial<br>and ethnic minorities, students<br>experiencing homelessness, and foster<br>care youth, including outreach and |
|   |   | service delivery.   |
| Please describe the expenditures withi  | in the account and how they will address  | service delivery.   |
| General Instructional Supplies // Additior  | nal info added on 6/21/22 that this expense<br>efit both math, reading, behavior and addi   | service delivery.<br>s a COVID-19 need<br>e is for additional intervention materials  |
| General Instructional Supplies // Additior<br>for classroom instruction that would ben  | nal info added on 6/21/22 that this expense<br>efit both math, reading, behavior and addi   | service delivery.<br>s a COVID-19 need<br>e is for additional intervention materials  |
| General Instructional Supplies // Addition<br>for classroom instruction that would ben<br>would be specifically used for Tier 2 & Tie<br>Budgeted Expenditures in SFY 2021  | nal info added on 6/21/22 that this expense<br>efit both math, reading, behavior and addi<br>er 3 interventions.  | service delivery.<br>s a COVID-19 need<br>e is for additional intervention materials  |
| General Instructional Supplies // Addition<br>for classroom instruction that would ben<br>would be specifically used for Tier 2 & Tie<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | hal info added on 6/21/22 that this expense<br>efit both math, reading, behavior and addi<br>er 3 interventions.<br>\$29,185                                | service delivery.<br>s a COVID-19 need<br>e is for additional intervention materials  |
| General Instructional Supplies // Addition<br>for classroom instruction that would ben<br>would be specifically used for Tier 2 & Tie   | nal info added on 6/21/22 that this expense<br>efit both math, reading, behavior and addi<br>er 3 interventions.<br>\$29,185<br>\$0                         | service delivery.<br>s a COVID-19 need<br>e is for additional intervention materials  |
| General Instructional Supplies // Addition<br>for classroom instruction that would ben<br>would be specifically used for Tier 2 & Tie<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | nal info added on 6/21/22 that this expense<br>efit both math, reading, behavior and addi<br>er 3 interventions.<br>\$29,185<br>\$0<br>\$47,008             | service delivery.<br>s a COVID-19 need<br>e is for additional intervention materials<br>tional content areas. These resources   |
| General Instructional Supplies // Addition<br>for classroom instruction that would ben<br>would be specifically used for Tier 2 & Tie<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | nal info added on 6/21/22 that this expense<br>efit both math, reading, behavior and addi<br>er 3 interventions.<br>\$29,185<br>\$0<br>\$47,008<br>\$40,000 | service delivery.<br><b>s a COVID-19 need</b><br>e is for additional intervention materials<br>tional content areas. These resources  |

| Allocation Type  | Is this Item for the 20% Minimui  | <u>m Learning Loss Set Aside Expenditure</u>   |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for Le   | arning Loss Set Aside Expenditure  |
| Account Name   | Account Number  |  |
| ESSER#3 Licensed Technology Staff  | 81-2500-111-000   |  |
| Function Code  | Object Code   | Allowable Use  |
| 2500 - Central Services  | 111 - Full-Time Certified Salaries  | 16 - Other activities necessary to maintain LEA operations and services  |
|  |   | and employ existing LEA staff.   |
| Please describe the expenditures with  | in the account and how they will ad   | dress a COVID-19 need  |
| order to best utilize technology purchase<br>strong as the skill set of the staff using the<br>web-based instructional tools. The tech | ed to support student learning. The int<br>ne technology. This role improves the<br>integration support role impacts learni<br>echnology while at the same time imp | additional technology integration support in<br>regration of purchased technology is only as<br>effectiveness of the purchased technology and<br>ng loss by supporting the classroom teacher in<br>lementing the MTSS model. This role also<br>nilies benefit from this support. |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$30,000  |  |
| Budgeted Expenditures in SFY 2023  | \$60,000  |  |
| Budgeted Expenditures in SFY 2024  | \$0   | <u>Status</u>  |

## Line Item Comment from KSDE

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

\$90,000

Approved

Line Item ID: 361-3-0006

**Total Expenditures** 

| Allocation Type   |  | earning Loss Set Aside Expenditure   |
|---|--|--|
| Direct Allocation   | NO - this item is not marked for Learn   | ing Loss Set Aside Expenditure   |
| Account Name  | Account Number   |  |
| ESSER#3 Licensed Instructional Staff  | 80-1000-111-000  |  |
| Function Code   | Object Code  | Allowable Use  |
| 1000 - Instruction  | 111 - Full-Time Certified Salaries   | 4 - Activities to address the unique<br>needs of low-income children, children<br>with disabilities, English learners, racial<br>and ethnic minorities, students<br>experiencing homelessness, and foster<br>care youth, including outreach and<br>service delivery. |
| Please describe the expenditures with   | in the account and how they will addre   | ess a COVID-19 need  |
| time guest teachers (substitutes) matche<br>district. The remaining 15% of the time v | es with research that 85% of the school da<br>vould be used to support classroom enric |  |

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$45,455  |
| Budgeted Expenditures in SFY 2023 | \$93,000  |
| Budgeted Expenditures in SFY 2024 | \$0       |
| Total Expenditures                | \$138,455 |

<u>Status</u> Approved

## Line Item Comment from KSDE

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0008

| Direct Allocation   | NO - this item is not marked for Lear  | ning Loss Sat Asida Expanditura   |
|---|--|---|
|   | NO - this item is not marked for Lear  | Thing Loss Set Aside Expenditure  |
| Account Name  | Account Number   |   |
| ESSER#3 Licensed Instructional Staff  | 80-1000-111-000  |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 111 - Full-Time Certified Salaries   | 11A - Planning and implementing   |
|   |  |   |
|   |  | summer learning or enrichment   |
| •   | -  | programs.   |
|   | mation added on 6/22/22: Extending th  | programs.   |
| Extended School Year // Additional infor<br>or hours per year as the cost of operatio<br>operation.<br>Budgeted Expenditures in SFY 2021                                      | mation added on 6/22/22: Extending th<br>n is \$20,000 per day. This cost includes a                   | programs.<br>Tess a COVID-19 need<br>e school year for a prorated number of day |
| Extended School Year // Additional infor<br>or hours per year as the cost of operatio<br>operation.   | mation added on 6/22/22: Extending th<br>n is \$20,000 per day. This cost includes a<br>\$0            | programs.<br>Tess a COVID-19 need<br>e school year for a prorated number of day |
| Extended School Year // Additional infor<br>or hours per year as the cost of operatio<br>operation.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | mation added on 6/22/22: Extending th<br>n is \$20,000 per day. This cost includes a<br>\$0<br>\$7,000 | programs.<br>Tess a COVID-19 need<br>e school year for a prorated number of day |

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19. If this a summer school program, please provide the number of staff members, anticipated number of students and the duration of the summer program.

Line Item ID: 361-3-0009

| Direct Allocation   | NO - this item is not marked for Lea   | rning Loss Set Aside Expenditure   |
|---|--|--|
| Account Name  | Account Number   |  |
| ESSER#3 Licensed Instructional Staff  | 80-1000-111-000  |  |
| Function Code   | Object Code  | Allowable Use  |
| 1000 - Instruction  | 111 - Full-Time Certified Salaries   | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.           |
|   |  |  |
| Retention Pay // Additional information a prior to the semester they are about to b   | added on 6/22/22: Retention pay where<br>begin. Payments in December and Augus   | ress a COVID-19 need<br>\$500 is paid to each staff member for work<br>st. This payment is for approximately 155 |
| Retention Pay // Additional information a<br>prior to the semester they are about to b<br>staff. For the SFY 2022 a portion of the fu   | added on 6/22/22: Retention pay where<br>begin. Payments in December and Augus   | \$500 is paid to each staff member for work  |
| Retention Pay // Additional information a<br>prior to the semester they are about to b<br>staff. For the SFY 2022 a portion of the fu<br>Budgeted Expenditures in SFY 2021  | added on 6/22/22: Retention pay where<br>begin. Payments in December and Augus<br>unding is shared with ESSER 2.   | \$500 is paid to each staff member for work  |
| Retention Pay // Additional information a<br>prior to the semester they are about to b<br>staff. For the SFY 2022 a portion of the fu<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | added on 6/22/22: Retention pay where<br>begin. Payments in December and Augus<br>unding is shared with ESSER 2.<br>\$0                                      | \$500 is paid to each staff member for work  |
| Retention Pay // Additional information a<br>prior to the semester they are about to b<br>staff. For the SFY 2022 a portion of the fu<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | added on 6/22/22: Retention pay where<br>begin. Payments in December and Augus<br>unding is shared with ESSER 2.<br>\$0<br>\$37,500                          | \$500 is paid to each staff member for work  |
|   | added on 6/22/22: Retention pay where<br>begin. Payments in December and Augus<br>unding is shared with ESSER 2.<br>\$0<br>\$37,500<br>\$201,500             | \$500 is paid to each staff member for work<br>st. This payment is for approximately 155                         |
| Retention Pay // Additional information a<br>prior to the semester they are about to b<br>staff. For the SFY 2022 a portion of the fu<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | added on 6/22/22: Retention pay where<br>begin. Payments in December and Augus<br>unding is shared with ESSER 2.<br>\$0<br>\$37,500<br>\$201,500<br>\$77,500 | \$500 is paid to each staff member for work<br>st. This payment is for approximately 155                         |

| Allocation Type   | Is this Item for the 20% Minimuim         | Learning Loss Set Aside Expenditure   |
|---|---|---|
| Direct Allocation   | YES - this item is marked for Learning    | Loss Set Aside Expenditure  |
| Account Name  | Account Number                            |   |
| ESSER#3 Licensed Instructional Staff  | 80-1000-111-000                           |   |
| Function Code   | Object Code                               | Allowable Use   |
| 1000 - Instruction  | 111 - Full-Time Certified Salaries        | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| <b>Please describe the expenditures withi</b><br>ELL Program (Paras & Teacher Specialist)<br>teacher specialists along with 2 para educ | // Additional information added on 6/22   |   |
| Budgeted Expenditures in SFY 2021   | \$0                                       |   |
| Budgeted Expenditures in SFY 2022   | \$0                                       |   |
| Budgeted Expenditures in SFY 2023   | \$160,000                                 |   |
| Budgeted Expenditures in SFY 2024   | \$0                                       | <u>Status</u>   |
| Total Expenditures  | \$160,000                                 | Approved  |
| Line Item Comment from KSDE   |   |   |
| Justification: Clarification – Please provide   | e additional information explaining the e | expenditure is due to COVID-19.   |
| Line Item ID: 361-3-0012  |   |   |

| Allocation Type   | <u>Is this Item for the 20% Minimuin</u>               | n Learning Loss Set Aside Expenditure                                 |
|---|--|---|
| Direct Allocation   | YES - this item is marked for Learnin                  | ng Loss Set Aside Expenditure   |
| Account Name  | Account Number   |   |
| ESSER#3 Professional Development  | 80-1000-300-000  |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES | 12 - Addressing learning loss among<br>students, including vulnerable |
|   |  | populations.  |
| Please describe the expenditures with   | in the account and how they will add                   | ress a COVID-19 need  |
| Evidence based intervention strategy pro<br>Additional intervention materials for class<br>content areas. These resources would be<br>Disadvantaged students. | ssroom instruction that would benefit be               | oth math, reading, behavior and additional                            |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2022   | \$0  |   |
| Budgeted Expenditures in SFY 2023   | \$40,000   |   |

<u>Status</u>

Approved

\$30,000

\$70,000

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19. For the 20% Set-Aside for the Learning Loss, please provide information on which student population sub-group will be addressed due to

Line Item ID: 361-3-0013

COVID-19.

**Total Expenditures** 

**Budgeted Expenditures in SFY 2024** 

Line Item Comment from KSDE

| Allocation Type<br>Direct Allocation                            | <u>Is this Item for the 20% Minimuim Le</u><br>YES - this item is marked for Learning Le |  |
|---|--|--|
| Account Name<br>ESSER#3 Instructional Supplies<br>Function Code | Account Number<br>80-1000-610-000<br>Object Code   | Allowable Use  |
| 1000 - Instruction  | 610 - General Supplies and Materials   | 4 - Activities to address the unique<br>needs of low-income children, children<br>with disabilities, English learners, racial<br>and ethnic minorities, students<br>experiencing homelessness, and foster<br>care youth, including outreach and<br>service delivery. |
| Please describe the expenditures with                           | in the account and how they will address   | a COVID-19 need  |

Intervention supplies and materials // Additional information added on 6/22/22 Additional intervention materials for classroom instruction that would benefit both math, reading, behavior and additional content areas. These resources would be specifically used for Tier 2 & Tier 3 interventions. These would support students low in math and reading assessment scores.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$14,545 |
| Budgeted Expenditures in SFY 2024 | \$23,932 |
| Total Expenditures                | \$38,477 |

<u>Status</u> Approved

## Line Item Comment from KSDE

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 361-3-0014

| Allocation Type   | Is this Item for the 20% Minimuim  | Learning Loss Set Aside Expenditure  |
|---|--|--|
| Direct Allocation   | YES - this item is marked for Learning   | JLoss Set Aside Expenditure  |
| Account Name  | Account Number   |  |
| ESSER#3 Licensed Instructional Staff  | 80-1000-111-000  |  |
| Function Code   | Object Code  | Allowable Use  |
| 1000 - Instruction  | 111 - Full-Time Certified Salaries   | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.  |
| Please describe the expenditures with   | in the account and how they will addr  | ess a COVID-19 need  |
| risk through Fastbridge screening data, a   | 5.   | pportunities where students identified as at<br>ince would gain additional learning support<br>instruction in small groups of 4 to 5.  |
| Budgeted Expenditures in SFY 2021   | \$0  |  |
| Budgeted Expenditures in SFY 2022   | \$0  |  |
| Budgeted Expenditures in SFY 2023   | \$50,000   |  |
| Budgeted Expenditures in SFY 2024   | \$50,000   | <u>Status</u>  |
| Tatal Francischia   | ¢100.000   | A  |
| · · · · ·   | \$100,000<br>le additional information explaining the e<br>nticipated number of students and the du  | -  |
| Line Item Comment from KSDE<br>Justification: Clarification – Please provid   | le additional information explaining the e   | expenditure is due to COVID-19. Please   |
| Line Item Comment from KSDE<br>Justification: Clarification – Please provid<br>provide the number of staff members, an<br>ne Item ID: 361-3-0016  | le additional information explaining the entries of students and the du  | expenditure is due to COVID-19. Please<br>uration of the summer program.   |
| Line Item Comment from KSDE<br>Justification: Clarification – Please provid<br>provide the number of staff members, an<br>ne Item ID: 361-3-0016<br>Allocation Type   | le additional information explaining the entries of students and the du  | expenditure is due to COVID-19. Please<br>uration of the summer program.<br>Learning Loss Set Aside Expenditure  |
| Line Item Comment from KSDE<br>Justification: Clarification – Please provid<br>provide the number of staff members, an<br>ne Item ID: 361-3-0016<br>Allocation Type<br>Direct Allocation  | le additional information explaining the enticipated number of students and the du<br><b>Is this Item for the 20% Minimuim</b><br>YES - this item is marked for Learning   | expenditure is due to COVID-19. Please<br>uration of the summer program.<br>Learning Loss Set Aside Expenditure  |
| Line Item Comment from KSDE<br>Justification: Clarification – Please provid<br>provide the number of staff members, an<br>ne Item ID: 361-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name  | le additional information explaining the enticipated number of students and the du<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number  | expenditure is due to COVID-19. Please<br>uration of the summer program.<br>Learning Loss Set Aside Expenditure  |
| Line Item Comment from KSDE<br>Justification: Clarification – Please provid<br>provide the number of staff members, an<br>ne Item ID: 361-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER#3 Staffing  | le additional information explaining the enticipated number of students and the du<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>81-2100-111-0000-000  | expenditure is due to COVID-19. Please<br>uration of the summer program.<br>Learning Loss Set Aside Expenditure<br>g Loss Set Aside Expenditure  |
| Line Item Comment from KSDE<br>Justification: Clarification – Please provid<br>provide the number of staff members, an<br>ne Item ID: 361-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER#3 Staffing<br>Function Code   | le additional information explaining the enticipated number of students and the du<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>81-2100-111-0000-000<br>Object Code   | expenditure is due to COVID-19. Please<br>uration of the summer program.<br>Learning Loss Set Aside Expenditure<br>J Loss Set Aside Expenditure<br>Allowable Use   |
| <b>Line Item Comment from KSDE</b><br>Justification: Clarification – Please provid<br>provide the number of staff members, an   | le additional information explaining the enticipated number of students and the du<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>81-2100-111-0000-000  | expenditure is due to COVID-19. Please<br>uration of the summer program.<br>Learning Loss Set Aside Expenditure<br>g Loss Set Aside Expenditure  |
| Line Item Comment from KSDE<br>Justification: Clarification – Please provid<br>provide the number of staff members, an<br>ne Item ID: 361-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER#3 Staffing<br>Function Code<br>2100 - Support Services (Students)   | le additional information explaining the enticipated number of students and the du<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>81-2100-111-0000-000<br>Object Code<br>111 - Full-Time Certified Salaries   | expenditure is due to COVID-19. Please uration of the summer program.         Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         B Loss Set Aside Expenditure         12 - Addressing learning loss among students, including vulnerable populations.  |
| Line Item Comment from KSDE<br>Justification: Clarification – Please provide<br>provide the number of staff members, and<br>ne Item ID: 361-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER#3 Staffing<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures with<br>ELL Program (Paras & Teacher Specialist)  | le additional information explaining the enticipated number of students and the du<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>81-2100-111-0000-000<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will addre   | expenditure is due to COVID-19. Please uration of the summer program.         Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         g Loss Set Aside Expenditure         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         nired for ESOL learner support by adding 2 |
| Line Item Comment from KSDE Justification: Clarification – Please provid provide the number of staff members, an ne Item ID: 361-3-0016 Allocation Type Direct Allocation Account Name ESSER#3 Staffing Function Code 2100 - Support Services (Students) Please describe the expenditures with ELL Program (Paras & Teacher Specialist) teacher specialists along with 2 para edu   | le additional information explaining the enticipated number of students and the du<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>81-2100-111-0000-000<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will addre<br>) // This item is a continuation of a staff h  | expenditure is due to COVID-19. Please uration of the summer program.         Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         g Loss Set Aside Expenditure         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         nired for ESOL learner support by adding 2 |
| Line Item Comment from KSDE<br>Justification: Clarification – Please provide<br>provide the number of staff members, and<br>ne Item ID: 361-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER#3 Staffing<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures with<br>ELL Program (Paras & Teacher Specialist)<br>teacher specialists along with 2 para edu<br>Budgeted Expenditures in SFY 2021                                      | le additional information explaining the enticipated number of students and the du<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>81-2100-111-0000-000<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will addre<br>) // This item is a continuation of a staff hacators. The original plan did not have fur   | expenditure is due to COVID-19. Please uration of the summer program.         Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         g Loss Set Aside Expenditure         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         nired for ESOL learner support by adding 2 |
| Line Item Comment from KSDE<br>Justification: Clarification – Please provid<br>provide the number of staff members, and<br>ne Item ID: 361-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER#3 Staffing<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures with<br>ELL Program (Paras & Teacher Specialist)   | le additional information explaining the enticipated number of students and the du<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>81-2100-111-0000-000<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will addre<br>) // This item is a continuation of a staff had the function of a staff had the start of t | expenditure is due to COVID-19. Please uration of the summer program.         Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         g Loss Set Aside Expenditure         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         nired for ESOL learner support by adding 2 |
| Line Item Comment from KSDE<br>Justification: Clarification – Please provide<br>provide the number of staff members, and<br>ne Item ID: 361-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER#3 Staffing<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures with<br>ELL Program (Paras & Teacher Specialist)<br>teacher specialists along with 2 para edu<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | le additional information explaining the enticipated number of students and the du<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>81-2100-111-0000-000<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will addre<br>) // This item is a continuation of a staff had the action of a staff had the action of a staff had the action of the acti | expenditure is due to COVID-19. Please uration of the summer program.         Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         g Loss Set Aside Expenditure         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         nired for ESOL learner support by adding 2 |

#### **KSDE Application Comments**

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

#### **Current Directory Information**

| <u>District</u>            | <u>Address</u>                           | <u>Mail Address</u>                  |
|----------------------------|--|--------------------------------------|
| Atchison Co Comm Schools   | 306 Main Street, Effingham, KS 660230289 | P O Box 289, Effingham, KS 660230289 |
| <u>Superintendent Name</u> | Superintendent E-mail Address            | Superintendent Phone Number          |
| Andrew Gaddis              | gaddis.andrew@usd377.org                 | (913) 833-5050                       |

## **Authorized Representative of the District Information**

| <u>Name</u>                   | Position of Title | E-mail Address                | <u>Phone Number</u>        |
|-------------------------------|-------------------|-------------------------------|----------------------------|
| Dr. Andrew Gaddis             | Superintendent    | gaddis.andrew@usd377.org      | (913) 833-5050             |
| Other District Representative | <u>1 - Name</u>   | Other District Representative | <u> 1 - E-mail Address</u> |
| Joy Brown                     |                   | brown.joy@usd377.org          |                            |
| Other District Representative | <u>2 - Name</u>   | Other District Representative | <u> 2 - E-mail Address</u> |

## **Plan for Safe Return**

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

https://docs.google.com/document/d/e/2PACX-1vT8YE6Ixw7-lh111ndFxtCNC4n4A4\_ cMulUuWsT-1akn0FFNjce\_kU23EdWbaQmAMdaq9QnzE12Db/pub

## Use of Funds for CDC Guidance

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

Early means of funding have allowed for us to make the adaptations and acquire the necessary materials to open schools safely. The actual cost moving forward is unknown but we believe the bulk of these funds are better used to make up for the learning loss due to the closure in the spring of 2020 as well as for those students who missed an abundance of school during 2020-2021. We are confident that we will be able to open once again safely and remain continuously open for inperson learning.

## **Stakeholder Engagement**

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

#### Students

We used a google form to survey students on how they felt we should spend ESSER funds. We also asked them what educational practices should be available, whether that be more instructors, more social workers, or different educational tools. The survey was distributed to student via email, text and social media. The Student Councils also discussed ideas and provided input. Student responses were for additional academic and behavioral supports and enhanced curriculum materials.

## Families

We used a google form to survey families on how they felt we should spend our ESSER funds. We also asked them what educational practices should be available, whether more instructors, mores social workers, or different educational tools. The survey was emailed out to parents as well as sent out via text messaging system and posted to social media. We had over 100 parent responses. The majority felt that the funding should be spent to provide additional academic and behavioral supports as well as enhanced technology and curriculum resources.

## School and District Administrators including Special Education Administration

The administration reviewed the responses from stakeholders and determined the best way to meet the needs of the responses. Administration determined that respondents most wanted to see:

1:Additional instructional materials and technology resources

2: Additional personnel support for academic intervention.

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

We used a google form to survey both certified and classified staff on what they felt would be the best use of the ESSER funds. This was distributed via email, text and social media. We had 20+ voluntary respondents. The responses were discussed by the building leadership teams. Respondents almost all stated that additional behavior supports were needed as well as after school tutoring and additional academic supports.

## Tribes

We currently have no tribes with land in our district boundaries. We did reach out to families with Native American ancestry whom attend our schools to have them complete a google form survey. A parent for one of these families served on our district wide focus group which has provided feedback throughout the duration of the pandemic.

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

We reached out to our area United Way as well as the Kansas Human Rights commission for input. We also communicated with members of the local lions club, library club and senior citizens center. All were asked to completed a google form survey to gain insights into how ESSER funds should be utilized. As of submissions, no response was received from the United Way or the Kansas Human Rights Commision. The other constituents felt that funds should be used to provide personnel for academic interventions.

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

We used a google form to survey our families with disabilities, children in foster care, and the underserved on how they felt we should spend our ESSER funds. We also asked them what education practices should be available, whether more instructors, more social workers, or different education tools. We do not have any identified students as migratory or incarcerated. This was distributed via email, text and social media. Those that responds felt the funds should be used to provide instructional materials, technology resources and additional personnel for academic interventions.

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

Surveys were sent out by email and text, posted via social media and on the school website. The Board of Education discussed the results over several meetings which were open to public comment and requested input from all patrons in the district. Individuals from specific subgroups were then asked to join the district wide focus group to provide guidance during the pandemic. We targeted Early Childhood, Spec Ed (Behavior and Academic), Gifted, Native American, Hispanic, Mixed race, low SES, Elementary, Middle and High School parents. This district wide focus group provided feedback and guidance for the district during the pandemic and on ESSER Spending. The overwhelming consensus was in line with the input from the district as a whole. This was that funds should be used to provide 1: Additional instructional materials and technology resources 2: Additional personnel support for academic interventions.

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

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

The most significant impacts that have been visible from COVID-19 has been the learning loss due to the closure in the Spring of 2020. Data has not shown any significant difference among diverse populations, however students with learning disabilities most likely will take more time to make up the same loss as student without. Reading is a concern with all grades and math primarily in the 4-9 grades. The degree of learning loss is still unknown, primarily due to the number of students who enrolled in for profit virtual schools or opted for home schooling during the 2020-2021 school year. Our enrollment decreased by 10%, leaving as substantial number of students who we do not have data on that most likely will return. The cost for mitigating the spread of COVID-19 and assisting students with learning loss has been more substantial than originally anticipated. This has put a more significant strain on usual operating funds making things more difficult.

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

Funds will be used to provide enhanced engagement opportunities through educational technology and integration. Funds will also be used to provide staffing to provide evidence based interventions in both math and reading. One on one differentiated instruction will be provided by Masters level educators in the areas of math and reading. Emints comprehensive program will be implemented in grades 7-8 to improve learning.

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

All funds will be spent to address the academic impact of lost instructional time. We feel this is the largest issue that we need to overcome.

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

Atchison County Community School USD 377 will ensure that the interventions we develop and implement fully and directly address the academic impact of lost instructional time caused by the COVID-19 pandemic. This includes the academic, social, emotional, and mental health needs of all students, including students disproportionately, such as students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. To provide this important support for our students, we will hire a Math Interventionist and Aide for grades 4-9. Evidence from local assessment shows that this group, in particular, needs significant support, and these positions will be able to identify, plan, and deliver tailored and targeted instruction for our students needing this support. Additionally, we will hire a Reading Interventionist with the same core purpose as the Math Interventionist, and this person will serve students in grades 7-12. In both cases, we have used, and will continue to use, local and State data to identify students who need these supports, and we considered all demographic data to ensure that disproportionality is addressed. We will also hire a Social Worker to facilitate supports for students and their families by identifying and addressing the social and emotional needs presented by students and families due to the COVID-19 pandemic. This will include both proactive and reactive responses to provide this support. Lastly, we will purchase additional technology to ensure that students can learn effectively from afar if circumstances warrant having some or many students learn in a different environment due to the ongoing pandemic and the possibility of future quarantining.

## Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$625,236                | \$0                | \$625,236               | ESSER III Allocations | \$125,048   |
| Approved Total        | \$235,236                | \$0                | \$235,236               | Approved Total        | \$120,000   |
| Amount Left           | \$390,000                | \$0                | \$390,000               | Amount Still Needed   | \$5,048     |
| In Review Total       | \$390,000                | \$0                | \$390,000               | In Review Total       | \$325,000   |
| Amount Left           | \$0                      | \$0                | \$0                     | Amount Still Needed   | \$0         |

## Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 377-3-0006 | Direct             | True             | 1000             | 111            | 12               | \$175,000          | Task Force Review |
| 377-3-0007 | Direct             | True             | 1000             | 111            | 12               | \$150,000          | Task Force Review |
| 377-3-0008 | Direct             | False            | 1000             | 150            | 16               | \$65,000           | Task Force Review |
| 377-3-0003 | Direct             | True             | 1000             | 121            | 12               | \$120,000          | Approved          |
| 377-3-0004 | Direct             | False            | 2120             | 121            | 10               | \$60,000           | Approved          |
| 377-3-0005 | Direct             | False            | 1000             | 300            | 9                | \$55,236           | Approved          |

## Line Item Details

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure               |  |
|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure                   |  |
| Account Name   | Account Number  |  |
| ESSER  | 29  |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 111 - Full-Time Certified Salaries  | 12 - Addressing learning loss among  |
|  |   | students, including vulnerable   |
| <b>Please describe the expenditures with</b><br>Change Provide a full time math interv   | •   | populations.   |
| Change Provide a full time math interv   | ventionist to assist students in overcom  | populations.   |
| Change Provide a full time math interv<br>Budgeted Expenditures in SFY 2021  | •   | populations.   |
| Change Provide a full time math interv   | ventionist to assist students in overcom<br>\$0                                     | populations.   |
| Change Provide a full time math interv<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | ventionist to assist students in overcom<br>\$0<br>\$35,000                         | populations.   |
| Change Provide a full time math interv<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | ventionist to assist students in overcom<br>\$0<br>\$35,000<br>\$70,000             | populations.<br>Iress a COVID-19 need<br>ing learning loss.                  |
| Change Provide a full time math interv<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | ventionist to assist students in overcom<br>\$0<br>\$35,000<br>\$70,000<br>\$70,000 | populations.<br>Iress a COVID-19 need<br>ing learning loss.<br><u>Status</u> |

| <u>Allocation Type</u>                   | <u>Is this Item for the 20% Minimuim</u>   | Learning Loss Set Aside Expenditure   |
|--|--|---|
| Direct Allocation                        | YES - this item is marked for Learning     | g Loss Set Aside Expenditure  |
| Account Name                             | Account Number                             |   |
| ESSER                                    | 29   |   |
| Function Code                            | Object Code                                | Allowable Use   |
| 1000 - Instruction                       | 111 - Full-Time Certified Salaries         | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Please describe the expenditures with    | in the account and how they will addr      | ess a COVID-19 need   |
| CHANGE - Provide a full time reading int | terventionist to assist students in overco | ming learning loss  |
| Budgeted Expenditures in SFY 2021        | \$0  |   |
| Budgeted Expenditures in SFY 2022        | \$30,000                                   |   |
| Budgeted Expenditures in SFY 2023        | \$60,000                                   |   |
| Budgeted Expenditures in SFY 2024        | \$60,000                                   | <u>Status</u>   |
| Total Expenditures                       | \$150,000                                  | Task Force Review   |
| Line Item Comment from KSDE              |  |   |
| Change Request: Previously approved fo   | r a total of \$180,000 between SFY 22, 23  | , and 24  |
|  |  |   |
| ine Item ID: 377-3-0008                  |  |   |
| Allocation Type                          | <u>Is this Item for the 20% Minimuim</u>   | Learning Loss Set Aside Expenditure   |
| Direct Allocation                        | NO - this item is not marked for Lear      | ning Loss Set Aside Expenditure   |
| Account Name                             | Account Number                             |   |
| ESSER                                    | 29   |   |
| Function Code                            | Object Code                                | Allowable Use   |
| 1000 - Instruction                       | 150 - Additional Compensation              | 16 - Other activities necessary to maintain LEA operations and services               |

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

NEW - USD 377 is requesting funds for providing premium pay, or additional compensation, for all district personnel. The total amount will be paid in two segments, December and May. The additional pay is reasonable and necessary given the following increased job-related duties as set forth in our Safe Return to Schools guidelines approved by the Board of Education and local negotiations. This is in response to academic and social-emotional learning loss due to the COVID-19 pandemic.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$35,000 |
| Budgeted Expenditures in SFY 2024 | \$30,000 |
| Total Expenditures                | \$65,000 |

| <u>Status</u>     |  |
|-------------------|--|
| Task Force Review |  |

| Allocation Type  | Is this Item for the 20% Minimuim Lea   | •   |
|--|---|---|
| Direct Allocation  | YES - this item is marked for Learning Lo   | oss Set Aside Expenditure   |
| Account Name   | Account Number  |   |
| ESSER  | 29  |   |
| Function Code  | Object Code   | Allowable Use   |
| 1000 - Instruction   | 121 - Full-Time Non-Certified Salaries  | 12 - Addressing learning loss among   |
|  |   | students, including vulnerable populations.   |
| Please describe the expenditures with  | in the account and how they will address  | a COVID-19 need   |
| Provide Academic Aides to assit with lea   | rning loss  |   |
| 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  | <u>Status</u>   |
| Total Expenditures   | \$120,000   | Approved  |
| Line item Comment from KSDE  |   |   |
| Common app indicates 2   |   |   |
| Common app indicates 2<br>aides (1 math, 1 reading)  |   |   |
| Common app indicates 2<br>aides (1 math, 1 reading)<br>ne Item ID: 377-3-0004  | Is this Item for the 20% Minimuim Lea   | arning Loss Set Aside Expenditure   |
| Common app indicates 2<br>aides (1 math, 1 reading)<br>ne Item ID: 377-3-0004<br>Allocation Type   | Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learnin   | •   |
| Common app indicates 2<br>aides (1 math, 1 reading)<br>ne Item ID: 377-3-0004<br><u>Allocation Type</u><br>Direct Allocation   |   | •   |
| Common app indicates 2<br>aides (1 math, 1 reading)<br>ne Item ID: 377-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name  | NO - this item is not marked for Learnin  | •   |
| Common app indicates 2<br>aides (1 math, 1 reading)<br>ne Item ID: 377-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER   | NO - this item is not marked for Learnin<br><u>Account Number</u>   | •   |
| Line Item Comment from KSDE<br>Common app indicates 2<br>aides (1 math, 1 reading)<br>ine Item ID: 377-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER<br>Function Code<br>2120 - Guidance Services  | NO - this item is not marked for Learnin<br><u>Account Number</u><br>29   | g Loss Set Aside Expenditure Allowable Use  |
| Common app indicates 2<br>aides (1 math, 1 reading)<br>ine Item ID: 377-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER<br>Function Code<br>2120 - Guidance Services   | NO - this item is not marked for Learnin<br><u>Account Number</u><br>29<br><b>Object Code</b><br>121 - Full-Time Non-Certified Salaries   | g Loss Set Aside Expenditure<br>Allowable Use<br>10 - Providing mental health service and supports.           |
| Common app indicates 2<br>aides (1 math, 1 reading)<br>ine Item ID: 377-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER<br>Function Code<br>2120 - Guidance Services<br>Please describe the expenditures with  | NO - this item is not marked for Learnin<br>Account Number<br>29<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>in the account and how they will address   | g Loss Set Aside Expenditure Allowable Use 10 - Providing mental health service and supports. a COVID-19 need |
| Common app indicates 2<br>aides (1 math, 1 reading)<br>ne Item ID: 377-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER<br>Function Code<br>2120 - Guidance Services<br>Please describe the expenditures with   | NO - this item is not marked for Learnin<br>Account Number<br>29<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>in the account and how they will address<br>ort students from the effects of the COVID-                                | g Loss Set Aside Expenditure Allowable Use 10 - Providing mental health service and supports. a COVID-19 need |
| Common app indicates 2<br>aides (1 math, 1 reading)<br>ne Item ID: 377-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER<br>Function Code<br>2120 - Guidance Services<br>Please describe the expenditures with<br>Provide a Full time social worker to supp<br>Budgeted Expenditures in SFY 2021   | NO - this item is not marked for Learnin<br>Account Number<br>29<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>in the account and how they will address<br>ort students from the effects of the COVID-<br>\$0                         | g Loss Set Aside Expenditure Allowable Use 10 - Providing mental health service and supports. a COVID-19 need |
| Common app indicates 2<br>aides (1 math, 1 reading)<br>ne Item ID: 377-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER<br>Function Code<br>2120 - Guidance Services<br>Please describe the expenditures with<br>Provide a Full time social worker to supp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | NO - this item is not marked for Learnin<br>Account Number<br>29<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>in the account and how they will address<br>ort students from the effects of the COVID-<br>\$0<br>\$20,000             | g Loss Set Aside Expenditure Allowable Use 10 - Providing mental health service and supports. a COVID-19 need |
| Common app indicates 2<br>aides (1 math, 1 reading)<br>ne Item ID: 377-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER<br>Function Code<br>2120 - Guidance Services<br>Please describe the expenditures with<br>Provide a Full time social worker to supp<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | NO - this item is not marked for Learnin<br>Account Number<br>29<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>in the account and how they will address<br>ort students from the effects of the COVID-<br>\$0<br>\$20,000<br>\$20,000 | g Loss Set Aside Expenditure Allowable Use 10 - Providing mental health service and supports. a COVID-19 need |
| Common app indicates 2<br>aides (1 math, 1 reading)<br>ine Item ID: 377-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER<br>Function Code<br>2120 - Guidance Services<br>Please describe the expenditures with  | NO - this item is not marked for Learnin<br>Account Number<br>29<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>in the account and how they will address<br>ort students from the effects of the COVID-<br>\$0<br>\$20,000             | g Loss Set Aside Expenditure Allowable Use 10 - Providing mental health service and supports. a COVID-19 need |

| <u>Is this Item for the 20% Minimuim</u>                             | Learning Loss Set Aside Expenditure  |  |
|--|--|--|
| NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
| Account Number   |  |  |
| 29   |  |  |
| Object Code  | Allowable Use  |  |
| 300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES               | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students.   |  |
| in the account and how they will addr                                |  |  |
| through enhanced educational technolo                                | рду  |  |
| \$0  |  |  |
| \$35,236   |  |  |
| \$20,000   |  |  |
| \$0  | <u>Status</u>  |  |
| \$55,236   | Approved   |  |
|  |  |  |
|  | NO - this item is not marked for Lear<br>Account Number<br>29<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>in the account and how they will addu<br>through enhanced educational technoloc<br>\$0<br>\$35,236<br>\$20,000<br><u>\$0</u> |  |

due to illness or quarantine. 12 classrooms @approx \$3,000 ea

# **ESSER III APPLICATION FOR D0388**

#### **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>     | Address                          | Mail Address                    |
|---------------------|----------------------------------|---------------------------------|
| Ellis               | 1011 Washington, Ellis, KS 67637 | PO Box 256, Ellis, KS 676370256 |
| Superintendent Name | Superintendent E-mail Address    | Superintendent Phone Number     |
| Janice Wilson       | jwilson@usd388.com               | (785) 726-4281                  |

## **Authorized Representative of the District Information**

| <u>Name</u>                            | Position of Title | E-mail Address                                   | <u>Phone Number</u> |
|--|-------------------|--|---------------------|
| Corey Burton                           | Superintendent    | cburton@usd388.com                               | (785) 726-4281      |
| Other District Representative 1 - Name |                   | Other District Representative 1 - E-mail Address |                     |
| Connie Waldschmidt                     |                   | cwaldschmidt@usd388.com                          |                     |
| Other District Representative 2 - Name |                   | Other District Representative 2 - E-mail Address |                     |

## **Plan for Safe Return**

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

https://core-docs.s3.amazonaws.com/documents/asset/uploaded\_file/1562357/USD388MitigationLevels21-22.pdf

## Use of Funds for CDC Guidance

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

USD 388 worked closely with the Ellis County Health Department and HaysMed to facilitate the Ellis County School Covid Advisory Council which includes USD 388 as well as all other public and private schools in Ellis County to safely operate inperson learning for this year and for the following years. This council meets on a weekly basis to review current case numbers and discuss appropriate mitigation strategies. Our goal was to remain open to allow us to provide quality instruction while keeping the learning environment safe for all stakeholders. The use of our funds will be reviewed by our local BOE, Site Base Councils, and KSDE to ensure that our expenditures align with best practices, help address learning losses, and promote safety. The funds will be utilized in a variety of areas: staff, technology, curriculum, sanitation, and physical plant needs.

## Stakeholder Engagement

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

## Students

A survey was sent to all 7-12 students to gain insight on what they felt should be considered for ESSER fund use. We had good participation with 55.5% of the students responding to the survey. The top areas indicated from the students were:

- Offering additional extracurricular activities (59%)
- Providing additional student technology (55%)
- Facility Upgrades that support student health needs (33%)
- Additional instructional materials and resources (25%)

These results were compiled and shared with the STUCO leadership via the high school principal at a scheduled meeting. During the meeting it was further explained what ESSER funds are allowed to be utilized for and how student input is important in the process. The students provided additional feedback and had some great ideas that were shared. Our plan include purchasing new laptops and ipads using (ECF) Emergency Connectivity Funds. We have remodeled our high school bathrooms to included touch free fixtures using Cares Funds. We will be using ESSER II and III funds to purchase new 7-12 math curriculum. Last year, we used ESSER II funds to purchase new K-6 math curriculum. We will be using ESSER III funds to purchase Edgenuity licenses for our 7-12 summer school program. IXL will be purchased at the grade school to address learning loss in the area of math and MathXL will be purchased at the Jr/Sr high school. The district will look to apply ESSER III dollars toward an HVAC upgrade at the grade school to provide a safer learning environment; currently there is no make-up air entering the building. Air purifiers were purchased for each classroom this year using the Kansas K-12 Stay Positive Test Negative grant. This grant was also used to fund a nurse's aide to ensure we had health room coverage in both buildings. Additional library materials will be ordered to help students' learning loss in the area of reading. The district will be using ESSER III funds to purchase and train staff in the use of Fastbridge. Fastbridge will be used to monitor student learning and assess social emotional needs. Curriculum from Second Step was purchased for our K-8 students and School Connect was purchased for 9-12 to address students social and emotional needs.

## Families

The ESSER III Funding Survey was sent to all USD 388 Pre-K-12 parents/guardians via our Apptegy communication program. The survey was able to be taken online using a laptop, phone, or other online device. We had 74 parents/guardians responding to the survey. The top ESSER areas indicated by our parents/guardians on the survey were:

- Additional instructional materials and resources (55%)
- Additional personnel and staff support for academic intervention (53%)
- After school tutoring programs (45%)
- Facility upgrades that support student health needs (41%)

These survey results were shared and discussed by the building principals at their April Site Base Council meetings. These councils are made up of parents, business representatives, community leaders, staff members, and students. Good discussion occurred and other ideas were developed.

These survey results were also shared with the board of education at their regularly scheduled May board meeting. The board and administrative staff discussed the best ways to spend our ESSER dollars.

In addition to purchases outlined under student responses, the district has committed ESSER II and III dollars to maintain small class sizes at the grade school in the early elementary years. We will also be using ESSER III dollars for incentive pay for staff. The last few years have been challenging and it is important that we maintain our high-quality staff. We will be using ESSER III funds for our 7-12 summer school program and our afterschool tutoring program during the 22-23 school year.

## School and District Administrators including Special Education Administration

We are a small Western Kansas school district. We have one superintendent and two building principals. We are part of the West Central Kansas Special Education Cooperative which has a director. We have weekly meetings to discuss a variety of topics. This past year we have had numerous meetings where we discuss our ESSER II & III plan. The building principals have been very instrumental in identifying the needs within their buildings and we are in solidarity with our plan. Our special education director has been an active voice for those students who have special education needs. The top priorities discussed by the administrative team this year have been:

- Facility upgrades that support student health needs
- Expanded social and emotional learning and mental health services
- Summer learning programs
- Additional personnel and staff support for academic intervention
- Additional instructional materials and resources

In addition to what was outlined above, the district will be using ESSER III funds to support student social emotional needs by providing another year of Trauma Informed Training for all staff.

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

The Ellis School District operates with weekly Professional Learning Communities. We used this time for building administrators to meet with teachers and school staff regarding our ESSER III plan. The district also uses a district level Curriculum Coordinating Council to manage curriculum decisions, facilitate the KESA process, and plan in-service activities. The superintendent was able to lead a discussion over ESSER III uses and facilitate a discussion on how best to use our funds with this group. These PLC and CCC meetings lead to productive conversation and a chance to develop a solid plan for investing our ESSER dollars. Staff were also given a survey to help get data in regards to their input. We had 27 staff members respond to our online survey. The staff survey results indicated:

- Additional behavioral support and interventions (74%)
- Additional personnel and staff support for academic intervention (52%)
- Facility upgrades that support student health needs (52%)
- After school tutoring programs (44%)
- Summer learning programs (44%)

## Tribes

USD 388 has no tribal lands within 50 miles of our district to reach out to. We ran a report from our student information system to see if any of our students/families identify themselves as Native American. We currently have zero students who identify as Native American. Due to these constraints, we were unable to gather data in this area.

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

The superintendent called the following local civil rights organizations with the request of providing us suggestions on how we could best meet our students needs via an online survey:

- Developmental Services of Northwest Kansas
- Living Independently in Northwest Kansas
- Western Kansas Association of the Concerns of the Disabled
- These groups agreed to help with this by completing our survey. The results for this group are as follows:
- Additional behavioral support and interventions (100%)
- After school tutoring programs (75%)
- Additional instructional materials and resources (50%)
- Providing additional technology for student use (50%)
- Expanded social and emotional learning and mental health services (50%)
- Offering additional extra-curricular activities (50%)
- Summer learning programs (50%)

Please refer to activities listed above.

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

USD 388 has a very small population of students in each of these categories with the exception of children with disabilities. As outlined above we have had multiple meetings discussing ESSER uses with our special education director and other special education teaching staff through our PLC meetings. These individuals have served as advocates for these students within these conversations. In our survey that was sent to all parents/guardians, we asked them to indicate if they associated their children within one of these groups. We had seven parents return surveys with five marking they had a student with disabilities and two marking they had a student within the foster care system. They provided us the following suggestions:

- Additional personnel and staff support for academic interventions (86%)
- Additional behavioral support and interventions (57%)
- After school tutoring programs (57%)
- Facility upgrades that support student health needs (43%)
- Additional instructional materials and resources (43%)
- Please refer to activities listed above.

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

Our survey was sent out to all parents of students in our Pre-K-12 grade programs, all 7-12 students, all staff members, multiple community organizations, and all board members. In total 206 surveys were completed. Within these survey results the following students were represented:

- Pre-K Early Childhood (5 responses)
- Elementary Students (40 responses)
- Junior High Students (59 responses)
- High School Students (113 responses)
- Not Applicable (33 responses)
- In looking at overall results within our survey, the following top 5 activities were outlined:
- Providing additional technology for student use (45.6%)
- Offering additional extra-curricular activities (41.7%)
- Additional instructional materials and resources (38.3%)
- Facility upgrades that support student health needs (37.9%)
- After school tutoring programs (32.5%)

All this information has been shared with our school board in open meeting. This information is available online through our BoardDocs program and all board discussions are recorded and posted to our USD 388 YouTube Channel.

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

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

Some impacts of COVID-19 are easy to measure while other impacts, such as the emotional piece, are more difficult to track. For USD 388, the student attendance rate fell in the 20-21 school year. The number of students with chronic absenteeism was 10.5% (approximately 35 kids). This means they were absent from both in person and/or remote learning. In a district with a FTE of 350, this number was exceedingly high. Learning and instruction are both impacted when absenteeism numbers are this high. Our chronic absenteeism rate in 19-20 was 8.8% and 7.0% in the 18-19 school year.

There was also significant learning loss with our students since COVID-19 started in March of 2020. State assessment results for the past few years have shown an increase in the percent of students at level 1 with the biggest loss in the area of math. Our overall district math scores for students scoring at level 1 has gone from 19.32% in 18-19 to 22.34% in 20-21. In the area of Students with Disabilities this change is even more drastic. Students with Disabilities scoring at level 1 has gone from 42.85% in 18-19 to 61.53% in 20-21. Students with Disabilities also showed an increase in the number of students scoring at level 1 over these years in both ELA and Science.

We have also seen a drastic increase in the number of students who are failing classes, specifically at the junior and senior high school level over the past three years. Our number of students who failed a course or courses has grown from 4 or 5 per year, to well over a dozen. This had led us to the point where we have implemented a more structed 7-12 summer school program to help these students to gain missed skills and stay on track to graduate with their peers.

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

Ellis Jr/Sr high school will again be implementing a four-week summer school program for all students who have fallen behind academically. ESSER III funds will be used to purchase the curriculum and staff for this program. Our junior high students will focus on skill deficits and our high school students will focus on credit recovery. During the 22-23 school year, we will run an after-school program that will provide student tutoring and structured learning time for students who have fallen behind.

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

We will continue to utilize the activities listed above and continue to implement new strategies as needed. As new programs are implemented, the district will add to and revise their request for funds. The district will be taking a closer look on how to implement ESSER III funds to improve the fresh air make up at the grade school building.

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

USD 388 will monitor student learning through the use of Fastbridge, state assessments, ACT, student success data, graduation rate, and local assessments. Fastbrige will also be utilized to monitor students' social emotional health and Second Step and School Connect will be used to provide social emotional support and education. The district will maintain two full time counselors, one in each attendance center. The district will continue to work with High Plains Mental Health to address the needs of our most needed students.

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$419,903                | \$0                | \$419,903               | ESSER III Allocations | \$83,981    |
| Approved Total        | \$316,090                | \$0                | \$316,090               | Approved Total        | \$27,770    |
| Amount Left           | \$103,813                | \$0                | \$103,813               | Amount Still Needed   | \$56,211    |
| In Review Total       | \$58,800                 | \$0                | \$58,800                | In Review Total       | \$58,800    |
| Amount Left           | \$45,013                 | \$0                | \$45,013                | Amount Still Needed   | \$0         |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 388-3-0036 | Direct             | True             | 2000             | 110            | 12               | \$50,000           | Task Force Review |
| 388-3-0037 | Direct             | True             | 1000             | 444            | 12               | \$8,800            | Task Force Review |
| 388-3-0015 | Direct             | False            | 1000             | 110            | 16               | \$63,000           | Approved          |
| 388-3-0016 | Direct             | True             | 1000             | 110            | 11A              | \$3,000            | Approved          |
| 388-3-0017 | Direct             | True             | 1000             | 444            | 11A              | \$2,020            | Approved          |
| 388-3-0018 | Direct             | True             | 1000             | 444            | 12               | \$1,400            | Approved          |
| 388-3-0019 | Direct             | False            | 1000             | 330            | 12               | \$3,250            | Approved          |
| 388-3-0020 | Direct             | False            | 1000             | 110            | 12               | \$1,100            | Approved          |
| 388-3-0021 | Direct             | False            | 1000             | 330            | 3                | \$2,100            | Approved          |
| 388-3-0023 | Direct             | False            | 1000             | 641            | 12               | \$3,160            | Approved          |
| 388-3-0024 | Direct             | False            | 1000             | 330            | 12               | \$2,925            | Approved          |
| 388-3-0025 | Direct             | True             | 1000             | 330            | 12               | \$3,000            | Approved          |
| 388-3-0026 | Direct             | True             | 1000             | 330            | 12               | \$14,850           | Approved          |
| 388-3-0028 | Direct             | True             | 1000             | 150            | 11B              | \$3,500            | Approved          |
| 388-3-0029 | Direct             | False            | 1000             | 323            | 3                | \$3,000            | Approved          |
| 388-3-0030 | Direct             | False            | 1000             | 444            | 9                | \$3,861            | Approved          |
| 388-3-0032 | Direct             | False            | 2100             | 323            | 10               | \$5,000            | Approved          |
| 388-3-0033 | Direct             | False            | 2213             | 110            | 12               | \$18,424           | Approved          |
| 388-3-0034 | Direct             | False            | 1000             | 100            | 16               | \$134,500          | Approved          |
| 388-3-0035 | Direct             | False            | 1000             | 644            | 12               | \$48,000           | Approved          |

# Line Item Details

Line Item ID: 388-3-0036

| Allocation Type                        | <u>Is this Item for the 20% Minimuim</u>                          | Learning Loss Set Aside Expenditure   |  |
|--|---|---|--|
| Direct Allocation                      | YES - this item is marked for Learning Loss Set Aside Expenditure |   |  |
| Account Name                           | Account Number  |   |  |
| ESSER III                              | 07  |   |  |
| Function Code                          | Object Code   | Allowable Use   |  |
| 2000 - Support Services                | 110 - Regular Certified Salaries                                  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.                                   |  |
| CHANGE: To hire literacy and instructi | 5   | ress a COVID-19 need<br>ne core curriculum to address learning loss of<br>ents with disabilities, children experiencing |  |
| homelessness and children in foster ca |   | and with disabilities, enhanced experiencing  |  |

<u>Status</u>

Task Force Review

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$0      |
| Budgeted Expenditures in SFY 2024 | \$50,000 |
| Total Expenditures                | \$50,000 |
| Line Item Comment from KSDE       |          |

Change: Previously approved for \$100,000 SFY 2024.

Line Item ID: 388-3-0037

| <u>Allocation Type</u>   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |  |  |
|--|---|--|--|
| Direct Allocation  | YES - this item is marked for Learning  | ng Loss Set Aside Expenditure  |  |
| Account Name   | Account Number  |  |  |
| ESSER III  | 07  |  |  |
| Function Code  | Object Code   | Allowable Use  |  |
| 1000 - Instruction   | 444 - Software Services   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |  |
| Please describe the expenditures with  | in the account and how they will add  | lress a COVID-19 need  |  |
| created by the COVID pandemic. This wi   | ill assist us in supporting our students f  | ng and social-emotional needs of students<br>from low-income families and children with<br>Il of 2023 and 2nd year by Summer of 2024   |  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |  |
| Budgeted Expenditures in SFY 2023  | \$4,400   |  |  |
| Budgeted Expenditures in SFY 2024  | \$4,400   | <u>Status</u>  |  |
| Total Expenditures   | \$8,800   | Task Force Review  |  |
| ne Item ID: 388-3-0015   |   |  |  |
| <u>Allocation Type</u>   |   | n Learning Loss Set Aside Expenditure  |  |
| Direct Allocation  | NO - this item is not marked for Lea  | arning Loss Set Aside Expenditure  |  |
| Account Name   | Account Number  |  |  |
| ESSER III  | 07  |  |  |
|  |   |  |  |
| Function Code  | Object Code   | Allowable Use  |  |
| Function Code<br>1000 - Instruction  | <b>Object Code</b><br>110 - Regular Certified Salaries  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and service<br>and employ existing LEA staff.   |  |
| 1000 - Instruction   | 110 - Regular Certified Salaries  | 16 - Other activities necessary to<br>maintain LEA operations and service<br>and employ existing LEA staff.  |  |
| 1000 - Instruction<br><b>Please describe the expenditures with</b><br>Finding and keeping quality staff is beco  | 110 - Regular Certified Salaries<br>in the account and how they will add<br>ming more and more difficult. The stre  | 16 - Other activities necessary to<br>maintain LEA operations and service<br>and employ existing LEA staff.<br>Iress a COVID-19 need<br>ess of the pandemic has escalated this. To |  |
| 1000 - Instruction<br>Please describe the expenditures with<br>Finding and keeping quality staff is beco<br>help ensure we keep quality staff incentiv   | 110 - Regular Certified Salaries<br>in the account and how they will add<br>ming more and more difficult. The stre  | 16 - Other activities necessary to<br>maintain LEA operations and service<br>and employ existing LEA staff.<br>Iress a COVID-19 need<br>ess of the pandemic has escalated this. To |  |
| 1000 - Instruction<br><b>Please describe the expenditures with</b><br>Finding and keeping quality staff is beco<br>help ensure we keep quality staff incentiv<br><b>Budgeted Expenditures in SFY 2021</b>                        | 110 - Regular Certified Salaries<br>in the account and how they will add<br>ming more and more difficult. The stree<br>we pay will be used next year. Each full-              | 16 - Other activities necessary to<br>maintain LEA operations and service<br>and employ existing LEA staff.<br>Iress a COVID-19 need<br>ess of the pandemic has escalated this. To |  |
| 1000 - Instruction<br>Please describe the expenditures with<br>Finding and keeping quality staff is beco<br>help ensure we keep quality staff incentiv<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | 110 - Regular Certified Salaries<br>in the account and how they will add<br>ming more and more difficult. The stre<br>ve pay will be used next year. Each full-<br>\$0        | 16 - Other activities necessary to<br>maintain LEA operations and service<br>and employ existing LEA staff.<br>Iress a COVID-19 need<br>ess of the pandemic has escalated this. To |  |
| 1000 - Instruction<br>Please describe the expenditures with  | 110 - Regular Certified Salaries<br>in the account and how they will add<br>ming more and more difficult. The stre<br>ve pay will be used next year. Each full-<br>\$0<br>\$0 | 16 - Other activities necessary to<br>maintain LEA operations and service<br>and employ existing LEA staff.<br>Iress a COVID-19 need<br>ess of the pandemic has escalated this. To |  |

| Nirrost Allocation   |  | Learning Loss Set Aside Expenditure  |
|--|--|--|
| Direct Allocation  | YES - this item is marked for Learnin  | g Loss Set Aside Expenditure   |
| Account Name   | Account Number   |  |
| ESSER III  | 07   |  |
| Function Code  | Object Code  | Allowable Use  |
| 1000 - Instruction   | 110 - Regular Certified Salaries   | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.  |
| Please describe the expenditures withi   | n the account and how they will add  | ress a COVID-19 need   |
| We will be holding summer school for stu<br>students and will focus on students from   |  | 2  |
| Budgeted Expenditures in SFY 2021  | \$0  |  |
| Budgeted Expenditures in SFY 2022  | \$3,000  |  |
| Budgeted Expenditures in SFY 2023  | \$0  |  |
| - ·  |  |  |
| Budgeted Expenditures in SFY 2024  | \$0  | <u>Status</u>  |
| Total Expenditures ne Item ID: 388-3-0017 Allocation Type  | \$3,000<br>Is this Item for the 20% Minimuim   | Approved   |
| Total Expenditures ne Item ID: 388-3-0017 Allocation Type Direct Allocation  | \$3,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learnin  | Approved   |
| Total Expenditures ne Item ID: 388-3-0017 Allocation Type  | \$3,000<br>Is this Item for the 20% Minimuim   | Approved   |
| Total Expenditures ne Item ID: 388-3-0017 Allocation Type Direct Allocation Account Name   | \$3,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learnin<br>Account Number  | Approved   |
| Total Expenditures ne Item ID: 388-3-0017 Allocation Type Direct Allocation Account Name ESSER III Function Code   | \$3,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learnin<br>Account Number<br>07  | Approved   |
| Total Expenditures ne Item ID: 388-3-0017 Allocation Type Direct Allocation Account Name ESSER III   | \$3,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learnin<br>Account Number<br>07<br>Object Code   | Approved<br><b>Learning Loss Set Aside Expenditure</b><br>g Loss Set Aside Expenditure<br><b>Allowable Use</b>   |
| Total Expenditures ne Item ID: 388-3-0017 Allocation Type Direct Allocation Account Name ESSER III Function Code   | \$3,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learnin<br>Account Number<br>07<br>Object Code<br>444 - Software Services  | Approved Approved Approved Approved Approved Allowable Use Allowable Use Intropublic View of the second sec |
| Total Expenditures ne Item ID: 388-3-0017 Allocation Type Direct Allocation Account Name ESSER III Function Code 1000 - Instruction  | \$3,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learnin<br>Account Number<br>07<br>Object Code<br>444 - Software Services<br>in the account and how they will add  | Approved         Approved         Approved         Allowable Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         11A - Planning and implementing summer learning or enrichment programs.         ress a COVID-19 need  |
| Total Expenditures ne Item ID: 388-3-0017 Allocation Type Direct Allocation Account Name ESSER III Function Code 1000 - Instruction Please describe the expenditures withi We utilize Edgenuity for our 7-12 summe   | \$3,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learnin<br>Account Number<br>07<br>Object Code<br>444 - Software Services<br>in the account and how they will add  | Approved         Approved         Approved         Allowable Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         11A - Planning and implementing summer learning or enrichment programs.         ress a COVID-19 need  |
| Total Expenditures ne Item ID: 388-3-0017 Allocation Type Direct Allocation Account Name ESSER III Function Code 1000 - Instruction Please describe the expenditures withi We utilize Edgenuity for our 7-12 summe Budgeted Expenditures in SFY 2021                                   | \$3,000<br>Is this Item for the 20% Minimulm<br>YES - this item is marked for Learnin<br>Account Number<br>07<br>Object Code<br>444 - Software Services<br>In the account and how they will add<br>er school program. These students are a                   | Approved         Approved         Approved         Allowable Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         11A - Planning and implementing summer learning or enrichment programs.         ress a COVID-19 need  |
| Total Expenditures ne Item ID: 388-3-0017 Allocation Type Direct Allocation Account Name ESSER III Function Code 1000 - Instruction Please describe the expenditures withi We utilize Edgenuity for our 7-12 summe Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$3,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learnin<br>Account Number<br>07<br>Object Code<br>444 - Software Services<br>In the account and how they will add<br>er school program. These students are a<br>\$0            | Approved         Approved         Approved         Allowable Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         11A - Planning and implementing summer learning or enrichment programs.         ress a COVID-19 need  |
| Total Expenditures ne Item ID: 388-3-0017 Allocation Type Direct Allocation Account Name ESSER III Function Code 1000 - Instruction Please describe the expenditures withi   | \$3,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learnin<br>Account Number<br>07<br>Object Code<br>444 - Software Services<br>In the account and how they will add<br>er school program. These students are a<br>\$0<br>\$2,020 | Approved         Approved         Approved         Allowable Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         11A - Planning and implementing summer learning or enrichment programs.         ress a COVID-19 need  |

| Allocation Type   | <u>Is this Item for the 20% Minimuim Le</u>  | arning Loss Set Aside Expenditure  |
|---|--|--|
| Direct Allocation   | YES - this item is marked for Learning Lo  | oss Set Aside Expenditure  |
| Account Name  | Account Number   |  |
| ESSER III   | 07   |  |
| Function Code   | Object Code  | Allowable Use  |
| 1000 - Instruction  | 444 - Software Services  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures withi  | in the account and how they will address   | a COVID-19 need  |
|   | measure and address academic learning an<br>ill assist us in supporting our students from  |  |
| Budgeted Expenditures in SFY 2021   | \$0  |  |
| Budgeted Expenditures in SFY 2022   | \$1,400  |  |
|   | \$0  |  |
| Budgeted Expenditures in SFY 2023   |  |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024  | \$0  | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   | \$1,400  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   |  | Approved arning Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   | \$1,400<br>Is this Item for the 20% Minimuim Le  | Approved arning Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   | \$1,400<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin  | Approved arning Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item ID: 388-3-0019<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$1,400<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number  | Approved arning Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item ID: 388-3-0019<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III  | \$1,400<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>07  | Approved<br>arning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024         Total Expenditures         Line Item ID: 388-3-0019         Allocation Type         Direct Allocation         Account Name         ESSER III         Function Code         1000 - Instruction   | \$1,400<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services   | Approved  arning Loss Set Aside Expenditure  ag Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations. |
| Budgeted Expenditures in SFY 2024         Total Expenditures         Line Item ID: 388-3-0019         Allocation Type         Direct Allocation         Account Name         ESSER III         Function Code         1000 - Instruction   | \$1,400<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>in the account and how they will address  | Approved  arning Loss Set Aside Expenditure  ag Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations. |
| Budgeted Expenditures in SFY 2024         Total Expenditures         ine Item ID: 388-3-0019         Allocation Type         Direct Allocation         Account Name         ESSER III         Function Code         1000 - Instruction  | \$1,400<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>in the account and how they will address  | Approved  arning Loss Set Aside Expenditure  ag Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations. |
| Budgeted Expenditures in SFY 2024         Total Expenditures         Line Item ID: 388-3-0019         Allocation Type         Direct Allocation         Account Name         ESSER III         Function Code         1000 - Instruction         Please describe the expenditures within         We are bringing in an Fastbridge trainer  | \$1,400<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>in the account and how they will address<br>for our teachers.                   | Approved  arning Loss Set Aside Expenditure  ag Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations. |
| Budgeted Expenditures in SFY 2024         Total Expenditures         Line Item ID: 388-3-0019         Allocation Type         Direct Allocation         Account Name         ESSER III         Function Code         1000 - Instruction         Please describe the expenditures within         We are bringing in an Fastbridge trainer         Budgeted Expenditures in SFY 2021  | \$1,400<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>in the account and how they will address<br>for our teachers.<br>\$0            | Approved  arning Loss Set Aside Expenditure  ag Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations. |
| Budgeted Expenditures in SFY 2024         Total Expenditures         Line Item ID: 388-3-0019         Allocation Type         Direct Allocation         Account Name         ESSER III         Function Code         1000 - Instruction         Please describe the expenditures withi         We are bringing in an Fastbridge trainer         Budgeted Expenditures in SFY 2021         Budgeted Expenditures in SFY 2022 | \$1,400<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>in the account and how they will address<br>for our teachers.<br>\$0<br>\$3,250 | Approved  arning Loss Set Aside Expenditure  ag Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations. |

| Allocation Type   | <u>Is this Item for the 20% Minimuim Le</u>  | earning Loss Set Aside Expenditure  |
|---|--|---|
| Direct Allocation   | NO - this item is not marked for Learnin   | ng Loss Set Aside Expenditure   |
| Account Name  | Account Number   |   |
| ESSER III   | 07   |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 110 - Regular Certified Salaries   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures withi  | in the account and how they will addres  | ss a COVID-19 need  |
| •   | um work to receive their Fastbridge trainir  |   |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2022   | \$1,100  |   |
| Budgeted Expenditures in SFY 2023   | \$0  |   |
| budgeted Experialtures in SFT 2025  |  |   |
| •   | \$0  | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024   | \$0\$1,100   | <u>Status</u><br>Approved   |
| Budgeted Expenditures in SFY 2024   | <u></u>  |   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures  | <u></u>  |   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0021   | <u></u>  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0021<br>Allocation Type  | \$1,100  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0021<br>Allocation Type<br>Direct Allocation   | \$1,100<br>Is this Item for the 20% Minimuim Le  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0021<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$1,100<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0021<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III  | \$1,100<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   | \$1,100<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>07  | Approved<br>earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0021<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction   | \$1,100<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services   | Approved  Examing Loss Set Aside Expenditure  Ing Loss Set Aside Expenditure  Allowable Use  3 - Providing principals and other school leaders with resources to address individual school needs. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0021<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi   | \$1,100<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>in the account and how they will address<br>of Trauma Informed Training for all staff.                               | Approved  Approved  Approved  Approved  Approved  Allowable Use  3 - Providing principals and other school leaders with resources to address individual school needs.  State COVID-19 need        |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0021<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>We will be receiving an additional round   | \$1,100<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>in the account and how they will address<br>of Trauma Informed Training for all staff.                               | Approved  Approved  Approved  Approved  Approved  Allowable Use  3 - Providing principals and other school leaders with resources to address individual school needs.  State COVID-19 need        |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0021<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>We will be receiving an additional round<br>and social emotional needs of our studer<br>Budgeted Expenditures in SFY 2021                                      | \$1,100<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>in the account and how they will address<br>of Trauma Informed Training for all staff.<br>hts.                      | Approved  Approved  Approved  Approved  Approved  Allowable Use  3 - Providing principals and other school leaders with resources to address individual school needs.  State COVID-19 need        |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0021<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>We will be receiving an additional round<br>and social emotional needs of our studer   | \$1,100<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>in the account and how they will address<br>of Trauma Informed Training for all staff.<br>hts.<br>\$0               | Approved  Approved  Approved  Approved  Approved  Allowable Use  3 - Providing principals and other school leaders with resources to address individual school needs.  State COVID-19 need        |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0021<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>We will be receiving an additional round<br>and social emotional needs of our studer<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$1,100<br>Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>in the account and how they will address<br>of Trauma Informed Training for all staff.<br>nts.<br>\$0<br>\$0<br>\$0 | Approved  Approved  Approved  Approved  Approved  Allowable Use  3 - Providing principals and other school leaders with resources to address individual school needs.  State COVID-19 need        |

| Allocation Type  | Is this Item for the 20% Minimuim L  | •  |
|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learn   | ing Loss Set Aside Expenditure   |
| Account Name   | Account Number   |  |
| ESSER III  | 07   |  |
| Function Code  | Object Code  | Allowable Use  |
| 1000 - Instruction   | 641 - Books  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures with  | in the account and how they will addres  | ss a COVID-19 need   |
| We are purchasing additional library bo<br>behind in reading more reading selectio   | oks to enhance our reading selection. This<br>ns to choose from.   | will give our students who have fallen   |
| Budgeted Expenditures in SFY 2021  | \$0  |  |
| Budgeted Expenditures in SFY 2022  | \$3,160  |  |
| Budgeted Expenditures in SFY 2023  | \$0  |  |
|  |  | <b>c</b>   |
| Budgeted Expenditures in SFY 2024  | \$O  | <u>Status</u>  |
| Total Expenditures   | <u>\$0</u><br>\$3,160  | <u>Status</u><br>Approved  |
| Total Expenditures<br>ne Item ID: 388-3-0024<br>Allocation Type<br>Direct Allocation   | \$3,160<br><u>Is this Item for the 20% Minimuim L</u><br>NO - this item is not marked for Learn  | Approved   |
| Total Expenditures ne Item ID: 388-3-0024 Allocation Type Direct Allocation Account Name   | \$3,160<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number  | Approved   |
| Total Expenditures Total Expenditures Total Expenditures The Item ID: 388-3-0024 Allocation Type Direct Allocation Account Name  | \$3,160<br><u>Is this Item for the 20% Minimuim L</u><br>NO - this item is not marked for Learn  | Approved   |
| Total Expenditures Total Expenditures Total Expenditures The Item ID: 388-3-0024 Allocation Type Direct Allocation Account Name ESSER III  | \$3,160<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number  | Approved   |
| Total Expenditures ne Item ID: 388-3-0024 Allocation Type Direct Allocation Account Name ESSER III Function Code   | \$3,160<br><u>Is this Item for the 20% Minimuim L</u><br>NO - this item is not marked for Learni<br><u>Account Number</u><br>07  | Approved<br>earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use  |
| Total Expenditures Ine Item ID: 388-3-0024 Allocation Type Direct Allocation Account Name ESSER III Function Code 1000 - Instruction   | \$3,160<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services   | Approved  earning Loss Set Aside Expenditure  ing Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.                     |
| Fotal Expenditures         The Item ID: 388-3-0024         Allocation Type         Direct Allocation         Account Name         ESSER III         Function Code         1000 - Instruction         Please describe the expenditures with         We will continue to use Xello in student  | \$3,160<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>in the account and how they will address<br>IPS development. We will utilize Method  | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need  |
| Fotal Expenditures         Ine Item ID: 388-3-0024         Allocation Type         Direct Allocation         Account Name         ESSER III         Function Code         1000 - Instruction         Please describe the expenditures with         Ve will continue to use Xello in student         ACT. Our ACT composite score fell from   | \$3,160<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>in the account and how they will address<br>IPS development. We will utilize Method  | Approved  earning Loss Set Aside Expenditure  ing Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need |
| Total Expenditures         The Item ID: 388-3-0024         Allocation Type         Direct Allocation         Account Name         ESSER III         Function Code         1000 - Instruction         Please describe the expenditures with         We will continue to use Xello in student         ACT. Our ACT composite score fell from         Budgeted Expenditures in SFY 2021   | \$3,160<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>in the account and how they will address<br>IPS development. We will utilize Method in<br>20.8 in 2019 to 19.8 in 2020.   | Approved  earning Loss Set Aside Expenditure  ing Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need |
| Total Expenditures         Ine Item ID: 388-3-0024         Allocation Type         Direct Allocation         Account Name         ESSER III         Function Code         1000 - Instruction         Please describe the expenditures with         We will continue to use Xello in student         ACT. Our ACT composite score fell from         Budgeted Expenditures in SFY 2021         Budgeted Expenditures in SFY 2022 | \$3,160<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>in the account and how they will address<br>IPS development. We will utilize Method in<br>20.8 in 2019 to 19.8 in 2020.<br>\$0                                       | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need  |
| Total Expenditures with Total Expenditures with Please describe the expenditures with   | \$3,160<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>07<br><b>Object Code</b><br>330 - Professional Employee Training<br>and Development Services<br><b>In the account and how they will addres</b><br>IPS development. We will utilize Method in<br>20.8 in 2019 to 19.8 in 2020.<br>\$0<br>\$2,925 | Approved  earning Loss Set Aside Expenditure ing Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need  |

| Allocation Type  | <u>Is this Item for the 20% Minimuim Le</u>   |  |
|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning Lo   | oss Set Aside Expenditure  |
| Account Name   | Account Number  |  |
| ESSER III  | 07  |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 330 - Professional Employee Training<br>and Development Services  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures withi   | n the account and how they will address   | s a COVID-19 need  |
| •  | o assist our K-6 grade students who have f  |  |
| Budgeted Expenditures in SFY 2021  | \$O   |  |
| Budgeted Expenditures in SFY 2022  | \$3,000   |  |
| Dudanted Funcinditures in CEV 2022   | \$0   |  |
| Budgeted Expenditures in SFY 2023  |   |  |
| <b>-</b> .   | \$0   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0026<br>Allocation Type   | \$3,000   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0026<br>Allocation Type<br>Direct Allocation  | \$3,000<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Lo  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0026<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$3,000<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Lo<br>Account Number  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0026<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III   | \$3,000<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Lo<br>Account Number<br>07  | Approved<br>arning Loss Set Aside Expenditure<br>oss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0026<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$3,000<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Lo<br>Account Number  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0026<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction  | \$3,000<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Lo<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training   | Approved  Approved  Approved  Approved  Anticology Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0026<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction  | \$3,000<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Loc<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>n the account and how they will addressed<br>h XL to assist our 7-12 students who have for   | Approved  Approved App |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0026<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>We are purchasing a subscription to Mathattention give to students from low-incom   | \$3,000<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Loc<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>n the account and how they will addressed<br>h XL to assist our 7-12 students who have for   | Approved  Approved App |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0026<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>We are purchasing a subscription to Mathattention give to students from low-incom<br>Budgeted Expenditures in SFY 2021                                      | \$3,000<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Loc<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>n the account and how they will address<br>h XL to assist our 7-12 students who have for<br>me families and children with disabilities.  | Approved  Approved App |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0026<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>We are purchasing a subscription to Mat   | \$3,000<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Loc<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>In the account and how they will address<br>In the account and how they will address<br>In XL to assist our 7-12 students who have for<br>the families and children with disabilities.<br>\$0  | Approved  Approved App |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 388-3-0026<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>We are purchasing a subscription to Mathattention give to students from low-incor<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$3,000<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Lee<br>Account Number<br>07<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>In the account and how they will addresses<br>In the account | Approved  Approved App |

| Allocation Type  | Is this Item for the 20% Minimuim   | <u>Learning Loss Set Aside Expenditure</u>   |
|--|---|--|
| Direct Allocation  | YES - this item is marked for Learnin   | g Loss Set Aside Expenditure   |
| Account Name   | Account Number  |  |
| ESSER III  | 07  |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 150 - Additional Compensation   | 11B - Planning and implementing supplemental after-school programs.                                  |
| Please describe the expenditures with  | in the account and how they will add  | ress a COVID-19 need   |
| We will be running an after-school progr<br>this time. We will focus this attention on |   | academically. Their will be tutors available at<br>d children with disabilities.                     |
| 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   | <u>Status</u>  |
| Total Expenditures   | \$3,500   | Approved   |
| Allocation Type Direct Allocation Account Name   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure<br>Account Number |  |
| ESSER III  | 07  |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 323 - Student Services  | 3 - Providing principals and other school leaders with resources to address individual school needs. |
| Please describe the expenditures with  | in the account and how they will add  | ress a COVID-19 need   |
| •  | cally, demonstrating positive behavior, e   | ovements and being successful. Students can<br>etc. We will survey students to see what items        |
| 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   | <u>Status</u>  |
| Total Expenditures   | \$3,000   | Approved   |
| ine Item ID: 388-3-0030  |   |  |

| Allocation Type<br>Direct Allocation |                             | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
|--------------------------------------|-----------------------------|---|--|--|
| <u>Account Name</u><br>ESSER III     | <u>Account Number</u><br>07 |   |  |  |
| Function Code                        | Object Code                 | Allowable Use   |  |  |
| 1000 - Instruction                   | 444 - Software Services     | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students.                          |  |  |

We are purchasing Schoology again as our high school online learning software. When we first went remote, we found that students and parents were confused because each teacher was using their own different program. We researched learning platforms and selected Schoology as our platform. All 7-12 teachers are now using this platform to assist students in their learning and allow students who are quarantined at home to continue with instruction.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$3,861 |               |
| Budgeted Expenditures in SFY 2023 | \$0     |               |
| Budgeted Expenditures in SFY 2024 | \$0     | <u>Status</u> |
| Total Expenditures                | \$3,861 | Approved      |

Line Item ID: 388-3-0032 **Allocation Type** Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure **Direct Allocation** NO - this item is not marked for Learning Loss Set Aside Expenditure Account Name Account Number 07 ESSER III **Function Code Object Code** Allowable Use 2100 - Support Services (Students) 323 - Student Services 10 - Providing mental health services and supports.

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

Since COVID and the stay at home order from two years ago, we are seeing more and more students who lack drive and ambiton with schoolwork and are needing credit recover to graduate. These funds will be used to provide motivational and mental health services to accomodate the stresses and mental challenges caused by COVID 19 and impacted student learning. Topics will include bullying, suicide awareness, and stress managment.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$0     |
| Budgeted Expenditures in SFY 2023 | \$2,500 |
| Budgeted Expenditures in SFY 2024 | \$2,500 |
| Total Expenditures                | \$5,000 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type                                 | <u>Is this Item for the 20% Minimuim</u> | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |  |  |
|---|--|---|--|--|--|
| Direct Allocation                               | NO - this item is not marked for Lear    | NO - this item is not marked for Learning Loss Set Aside Expenditure                  |  |  |  |
| Account Name                                    | Account Number                           | Account Number  |  |  |  |
| ESSER III                                       | 07                                       |   |  |  |  |
| Function Code                                   | Object Code                              | Allowable Use   |  |  |  |
| 2213 - Instructional Staff Training<br>Services | 110 - Regular Certified Salaries         | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |  |

To mitigate learning loss among students due to the COVID-19 Pandemic, our staff have requested and we plan to provide extensive professional development, consultation, and support services to support our administrators, teachers, and paraeducators in the following areas: curriculum development, revision, implementation, and evaluation; instructional planning practices; and assessment development and implementation to include local and State assessments. To provide this professional development and support in a collaborative and cost effective manner, our district will use ESSER III funds to purchase registrations for professional learning opportunities in these areas. To include teacher leaders, literacy leader and math leader cadre.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$9,212  |               |
| Budgeted Expenditures in SFY 2024 | \$9,212  | <u>Status</u> |
| -<br>Total Expenditures           | \$18,424 | Approved      |
|                                   |          |               |
| Line Item ID: 388-3-0034          |          |               |

| Allocation Type    | Is this Item for the 20% Minimuim      | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |  |  |
|--------------------|--|--|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learn | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |  |  |
| Account Name       | Account Number                         | Account Number   |  |  |  |
| ESSER III          | 07                                     | 07   |  |  |  |
| Function Code      | Object Code                            | Object Code Allowable Use  |  |  |  |
| 1000 - Instruction | 100 - Personal Services - Salaries     | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |  |  |

NEW Finding and keeping quality staff is becoming more and more difficult. The stress of the pandemic has escalated this. To help ensure we keep quality staff incentive pay will be used next year. Each fulltime employee will receive \$1000 two times to be paid out in November 2023 and again in March 2024. We have 37 certified staff, 25 classified staff. The cost would include the incentive and taxes. Total is \$134,500.00

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0       |               |
| Budgeted Expenditures in SFY 2023 | \$0       |               |
| Budgeted Expenditures in SFY 2024 | \$134,500 | <u>Status</u> |
| Total Expenditures                | \$134,500 | Approved      |
|                                   |           |               |
| Line Item ID: 388-3-0035          |           |               |

| Allocation Type    | Is this Item for the 20% Min | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |  |  |
|--------------------|------------------------------|---|--|--|--|
| Direct Allocation  | NO - this item is not marked | NO - this item is not marked for Learning Loss Set Aside Expenditure                  |  |  |  |
| Account Name       | Account Number               | Account Number  |  |  |  |
| EsserIII           | 07                           |   |  |  |  |
| Function Code      | Object Code                  | Object Code Allowable Use   |  |  |  |
| 1000 - Instruction | 644 - Textbooks              | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |  |

NEW We are purchasing a new K-6 reading curriculum to help us address learning loss that occurred over the past several years. The current curriculum is outdated and doesn't address the standards or follows the Science or Reading that is desperately needed to help move students to a proficient level. Our State assessment scores have decreased or remained stagnent in the past 3 years. Open Court Reading is research-validated as well as research-based. A carefully crafted instructional plan and a purposeful progression of skills empower teachers and help make research actionable. By recognizing foundational skills as critical building blocks, Open Court Reading prepares students for a lifetime of literacy and learning.

| Budgeted Expenditures in SFY 2021         | \$0      |               |  |
|---|----------|---------------|--|
| Budgeted Expenditures in SFY 2022         | \$0      |               |  |
| Budgeted Expenditures in SFY 2023         | \$0      |               |  |
| Budgeted Expenditures in SFY 2024         | \$48,000 | <u>Status</u> |  |
| Total Expenditures                        | \$48,000 | Approved      |  |
| Line Item Comment from KSDE New Line Item |          |               |  |

# **ESSER III APPLICATION FOR D0396**

#### **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>                   | Mail Address                     |
|-------------------------|----------------------------------|----------------------------------|
| Douglass Public Schools | 921 E. First, Douglass, KS 67039 | 921 E. First, Douglass, KS 67039 |
|                         |                                  |                                  |
| Superintendent Name     | Superintendent E-mail Address    | Superintendent Phone Number      |

### **Authorized Representative of the District Information**

| <u>Name</u>                            | Position of Title | <u>E-mail Address</u>                            | Phone Number   |  |
|--|-------------------|--|----------------|--|
| Robert D Reynolds                      | Supt              | rreynolds@usd396.net                             | (316) 650-3283 |  |
| Other District Representative 1 - Name |                   | Other District Representative 1 - E-mail Address |                |  |
| Lachelle Prather                       |                   | lprather@usd396.net                              |                |  |
| Other District Representative 2 - Name |                   | Other District Representative 2 - E-mail Address |                |  |

# **Plan for Safe Return**

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

https://files.gabbart.com/497/covid\_reopening\_plan\_2021-2022\_douglass\_usd\_396\_.pdf

### Use of Funds for CDC Guidance

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

From the beginning of the pandemic the Douglass school district has focused on creating a common sensed plan to help mitigate the effects of the COVID pandemic. Our plan was esablished to take the health and safety of our students and staff seriously and throughout the COVID pandemic we have focused on common sense protocols to keep our stakeholders safe. We based our decisions on guidance from the Kansas State Department of Education, Kansas Department of Health and Environment, Butler

County Health Department and the CDC. Our local decisions have been approved by the

Douglass Board of Education. Local COVID data is collected and adjustments are made

as needed.

As we focused on maintaining in-person Instruction and have utilized ESSER Funds for the purchase of PPE, cleaning materials and equipment, technology, connectivity and personnel to reduce class size. These expenditures will continue to be utilized through the life of these funds.

### **Stakeholder Engagement**

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

#### Students

In a effort to gather stakeholder input the district utilized the KSDE ESSER III toolkit. We found the samples helpful as we strived to gather information from all of the groups. We deployed the student survey in Grades 5-12 and received 48% response. In addition to the surveys we also took advantage of the opportunity to have small group focus discussions with our student leadership groups. These groups included STUCO, SALT (Student Athletic Leadership Team), Principals Advisory and also elementary guidance discussions. Not only did we have discussions during the ESSER III planning process we also have utilized these groups for feedback during the entire COVID planning process. We also pulled our KESA student perception surveys as well.

#### Families

Douglass Schools has multiple avenues in place to communicate with families, There are weekly notifications that go out to every family in the district via email. We send phone notifications out on a regular basis and we send out a monthly news letter to provide updates to every taxpayer in the district. We are very proud of our patent/teacher conference attendance rates. We have 100% in the high school grades 11 and 12 as they are required. Through the COVID pandemic we utilized all of these forms of communication to reach families.

In addition during the planning for the ESSER III application we deployed the parent survey from the ESSER III toolkit with a few adjustments. We were a little disappointed with the participation of 35%. We also utilized our KESA perception survey as we reviewed our ESSER III plan. The use of our district and building site councils, PTO, Booster Club, Community Foundation meetings and superintendent coffee's we were able to engage our families and greater community.

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

The Douglass administrative team has the luxury of meeting monthly with our Assistant director of special education included in our monthly meetings. The Superintendent also meets mothly with the Interlocal administration county wide. Through these meetings we addressed the entire COVID situation to ensure that our special education populations were having their needs met even when we were not able to be in-person. The special education staff is included on all of our faculty meetings and also attends all of our Friday late starts weekly they are a part of our staff.

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

Throughout the pandemic we utilized our existing avenues of communication to provide transparency, and two way communication to include all school groups. Our COVID committee consisted of a cross section of teachers, administration, counselors, classified staff, paras, parents and community members. Our Douglass Education Association also provided members to our committee. Our plan was vetted through our committee and ultimately approved by the Douglass Board of Education.

Deployment of the ESSER III survey resulted in 65% of all employees responding. The survey responses confirmed the direction of our plan. Responses included the following data on ESSER III uses: Expanded Social Emotional Support 51.5%, Additional Academic Support 48.7%, Additional Behavioral Support 40.6%, Expanded Summer learning opportunities 30.7%, Facility Upgrades to support health needs 26.7%. In addition staff responded with an additional request of Premium Pay.

#### Tribes

We utilized the letter/email listed below to reach out to the area tribes formally. I also reached out to individuals who are identified as Native American in our student data base as well as individuals in our community. The plan was shared with these individuals and we received limited responses. The best dialogue actually came from a morning coffee group that included three community members who are actually certified members of the Cherokee tribe and also one that is a member of the Miami tribe. The plan was discussed as well as the reasons why the recourses were needed. Feedback included focus on helping students with learning issues and support for social emotional issues.

(Letter/email)

Good morning,

My name is Rob Reynolds, and I am the superintendent of schools in Douglass, KS. I am sending this email to explain a process that we are currently going through that involves an application for federal COVID grant money that all school

districts in Kansas are currently going through. Schools have received grant money from the federal government due to COVID and its effect on our students and their safety. In addition to the obvious primary health and safety issues associated with COVID, we are also very concerned about learning loss and social emotional issues that stem from the effects of this pandemic. As a part of the grant, we are required to contact several organizations and explain to them how we intend to spend the money and what students will benefit from these expenditures. We have to prove to the review group that we did share the information. The state recognizes a list of several organizations to choose from, and we as a district feel that your organization would be a great resource to contact and share our information. If you could simply look at our plan below and provide any feedback, we would greatly appreciate it, and we will use your feedback to help build our final plan.

We are a small rural school district, which allows us to make more one-on-one connections with students. We look at their individual data and take that information to help our students grow and stay on track to move to the next grade level. Our focus is to use the grant funds to provide support for our students to overcome learning loss and to cope with Social Emotional issues. By targeting most of the funds on these two areas, we believe that our kids will receive the most benefit. Learning Loss and Student Learning:

• We have hired extra staff at the elementary level to allow a better teacher-to-student ratio to help students with learning loss due to COVID. Our data indicated that our lower elementary grades suffered the largest learning loss over the past two years, so the decision was made to add personnel to help these students get back on track. All students will benefit from this addition of staff.

• We will purchase more curricular tools to help better diagnose learning loss and to address those needs.

• We will have an extended school year this summer. This will provide more time for instruction for our students which will aid them in staying on grade-level track. The expenses for this will include teacher pay as well as added curriculum and activities. All students will be allowed to be a part of this program.

#### Purchase and upgrade of technology:

• We will purchase additional technology to aid with remote learning when necessary, and it also allows us to use tablets and computers to help with learning recovery at various levels as needed by our students. New software also helps with remedial learning as well as advanced learning for those students who have surpassed grade level.

#### Student Health and Safety:

• We have Implemented health strategies, protocols and safety measures to keep schools open and keep students safe. We have temperature stations that are used as needed for students and staff as they enter the building. We have health protocols through our nurse to help better diagnose when students are ill and need to be sent home, guarantined, etc...

• Facility repairs and improvements to reduce virus transmission and exposure to environmental health hazards. This includes better ventilation and indoor air quality in the school buildings.

Social Emotional Strategies:

• We are providing more mental health support for students and staff, including the addition of a program to help improve tracking and mental health issues and finding solutions for staff and students.

• We are hiring two additional school counselors to assist with individual and group counseling. They will also help us review student data and help coordinate Social Emotional strategies and support staff.

\*All students will benefit from these changes. All students will be able to participate in these programs. No discrimination will take place based on race/national origin, disability, learning level, sex, age, etc... All students will be included. All staff will be included in the areas that these changes pertain to as well.

Thank you for reviewing these items. If you have comments on how we might improve, I would welcome those and they will be taken into consideration.

Respectfully, Rob Reynolds District Superintendent, USD 396

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

We sent a letter/email (included below) to reach out to several groups including the ACLU of Kansas We have not received any response.

#### Letter/Email

#### Good morning,

My name is Rob Reynolds, and I am the superintendent of schools in Douglass, KS. I am sending this email to explain a process that we are currently going through that involves an application for federal COVID grant money that all school districts in Kansas are currently going through. Schools have received grant money from the federal government due to COVID and its effect on our students and their safety. In addition to the obvious primary health and safety issues associated with COVID, we are also very concerned about learning loss and social emotional issues that stem from the effects of this pandemic. As a part of the grant, we are required to contact several organizations and explain to them how we intend to spend the money and what students will benefit from these expenditures. We have to prove to the review group that we did share the information. The state recognizes a list of several organizations to choose from, and we as a district feel that your organization would be a great resource to contact and share our information. If you could simply look at our plan below and provide any feedback, we would greatly appreciate it, and we will use your feedback to help build our final plan.

We are a small rural school district, which allows us to make more one-on-one connections with students. We look at their individual data and take that information to help our students grow and stay on track to move to the next grade level. Our focus is to use the grant funds to provide support for our students to overcome learning loss and to cope with Social Emotional issues. By targeting most of the funds on these two areas, we believe that our kids will receive the most benefit.

#### Learning Loss and Student Learning:

• We have hired extra staff at the elementary level to allow a better teacher-to-student ratio to help students with learning loss due to COVID. Our data indicated that our lower elementary grades suffered the largest learning loss over the past two years, so the decision was made to add personnel to help these students get back on track. All students will benefit from this addition of staff.

• We will purchase more curricular tools to help better diagnose learning loss and to address those needs.

• We will have an extended school year this summer. This will provide more time for instruction for our students which will aid them in staying on grade-level track. The expenses for this will include teacher pay as well as added curriculum and activities. All students will be allowed to be a part of this program.

#### Purchase and upgrade of technology:

• We will purchase additional technology to aid with remote learning when necessary, and it also allows us to use tablets and computers to help with learning recovery at various levels as needed by our students. New software also helps with remedial learning as well as advanced learning for those students who have surpassed grade level.

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Thank you for reviewing these items. If you have comments on how we might improve, I would welcome those and they will be taken into consideration.

Respectfully, Rob Reynolds District Superintendent, USD 396

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

We utilized a letter/email (listed below) to gain input about our proposed plan. We did not have much response. We did have the following positive reply from Families together, "This truly looks like a very solid plan and will enhance learning of so many students who were affected by the pandemic. I am glad to see it includes ALL students. I anticipate that there is also consideration taken into account for those students who require accommodations to access these services such as hearing impaired, visually impaired, mobility etc. Thank you for supporting all students to have success in everything the do." In addition we also reached our to a consistent Foster Family in the district and shared our plan and also alerted them to our resources that includes access to our additional Social workers, summer programs and our interventionist. They were thankful for reaching out and letting them know about the resources. The ELL coordinator also reached out to the two families of students who are on consult for ELL services and shared our plan and also the resources available through our ESSER III grant to support their students. We currently do not have any Homeless students or incarcerated youth. We are not aware of any other underserved student groups.

#### Good morning,

My name is Rob Reynolds, and I am the superintendent of schools in Douglass, KS. I am sending this email to explain a process that we are currently going through that involves an application for federal COVID grant money that all school districts in Kansas are currently going through. Schools have received grant money from the federal government due to COVID and its effect on our students and their safety. In addition to the obvious primary health and safety issues associated with COVID, we are also very concerned about learning loss and social emotional issues that stem from the effects of this pandemic. As a part of the grant, we are required to contact several organizations and explain to them how we intend to spend the money and what students will benefit from these expenditures. We have to prove to the review group that we did share the information. The state recognizes a list of several organizations to choose from, and we as a district feel that your organization would be a great resource to contact and share our information. If you could simply look at our plan below and provide any feedback, we would greatly appreciate it, and we will use your feedback to help build our final plan.

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Thank you for reviewing these items. If you have comments on how we might improve, I would welcome those and they will be taken into consideration.

Respectfully, Rob Reynolds District Superintendent, USD 396

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

In the early stages of developing our COVID plan and during the entire pandemic the Douglass school district used numerous surveys to garner input from the school and community. In addition we used a variety of communication avenues including but not limited to; district newsletter, School Messenger notification system which allows us to send calls, emails and survey links, site council meetings, community forums and board of education meetings. All of these forms of communication are still in place and allow the district to give information and receive feedback on a regular basis for all issues effecting the school district.

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

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

One of the biggest impacts at the elementary school has been on reading progress at the primary grades. The grade level most affected seems to have been the class that was in kindergarten during the spring of 2020 when we shut down school for the last quarter of the year. Our AIMSweb Plus data indicates that a full two thirds of the class was at least three months behind for all of first grade. Not until the end of their second grade year, did we begin to see these students improving their reading decoding and fluency skills. As they enter their third grade year, we will be continuing to provide additional support to help close the gap. Other grade levels, especially primary students, showed a similar gap, but none as prevalent as the 2020 kindergarten cohort.

Another way in which elementary students in grades PK-5 have been affected is their social emotional health. The number of students and parents requesting support services from the elementary school counselor has doubled. Students have been less able to cope with their emotions and more anxious about social situations. The social emotional health of students has affected their ability to stay in class and get the most out of their educational program.

While consistent attendance has never been an issue at Seal Elementary, it has been during COVID. The past attendance rate for our school was consistently between 97 and 98% - until COVID. In the past year the overall attendance rate has dipped down closer to 90%, which is low for our school. Attendance has affected academic growth and overall grades for those not attending regularly.

At the secondary level, we have seen a significant negative impact resulting from factors related to COVID-19. The two primary areas of concern have been student loss of learning(especially with our low SES and higher risk population) and the social emotional health of students and families. Even upon returning to an onsite learning model, the fallout has continued as students have struggled with consistency in attending school, which has compounded the learning loss. Additionally, we have seen a dramatic rise in the number of our middle and high school students needing support from our counselors due to an increase in stress and anxiety, as well as students feeling like they are bearing a portion of the burden with difficulties in their homes as their parents have lost income or suffered in other ways as a result of the COVID Pandemic.

As a result of a comprehensive analysis of achievement data, it became evident that we needed an effective way to offer additional academic support to those students who were struggling to stay on grade level academically. Our strategy was to employ a secondary level interventionist and a vast array of resources to be used to address academic deficiencies for the students who have experienced the greatest learning loss. We felt it was critical to hire an experienced certified teacher with a strong background in reading and math intervention. This came with the significant cost of paying an additional salary and benefits as well as all the associated research based curriculum, resources, technology, and training required to implement an effective intervention program. We are already seeing positive results with students.

The other decision we made based on the increased concerns with social emotional health of students and families was to employ an additional full time social worker/counselor. We depend on our secondary level counselors not only for working with students SE needs one on one and in small groups, but also to provide SE instruction as well as structuring and implementing our assessment program, providing comprehensive post secondary preparation for students, and connecting with families who may be struggling. Our two counselors have worked tirelessly in all these areas, but the increased demand has made it truly impossible for them to provide the services and support necessary. Hiring two additional full time social worker/counselors district wide will alleviate some of the caseload for our current counselors, and it has allowed us to have a designated, qualified professional to serve as a liaison and support specialist with families. As with the interventionist, this has placed the burden on the district of paying an additional salary with benefits as well as creating an effective working space with appropriate resources. Our counseling department has created a full scale plan to prioritize the needs of students and families and support them in ways that will foster success.

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

As the district reviewed Section 2001(e)(1) of the ARP Act, we found that it requires an LEA to reserve not less than 20 percent of its ESSER III allocation to address the academic impact of lost instructional time through the implementation of evidence-based interventions. Allowable uses of this portion of funds are:

\*Summer learning or summer enrichment

\*Extended day

\*Comprehensive afterschool programs

\*Extended school year programs

\*Evidence-based high dosage tutoring

\*Full-Service Community Schools

\*Mental health services and supports

\*Adoption or integration of social emotional learning into the core curriculum/school day

The Douglass School District utilized funds to target learning loss and lost instructional time by implementing a summer jump start program for students in grades K-5 and credit recovery in secondary grades. In addition the district continues to supplement its extended day programs with ESSER funds. Other uses such as the additional social worker/counselor position and the additional instructional interventionalists will also meet multiple tiers as prescribed in Sec. 8101 (21) of ESEA.

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

Based on the acceptable uses outlined in the section 2001(e) (2) of the ARP act the Douglass school district has planned for additional ESSER Funds to support the improvement of indoor air quality, implementation and monitoring of public health protocols required for the operation of school facilities, providing mental health social emotional services and supports to students and families, and supporting additional teacher duties and retention of staff. The district is thankful for the opportunity to receive these funds and will continue to evaluate its plan to ensure that the funds are being used to support the health, safety and learning of the students of the district. By addressing all of the identified challenges that are a product of this pandemic we feel that the flexibility of our plan and availability of the remailing funds will help the district ensure that it is evaluating and addressing the learning, health and emotional needs of our students.

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

Douglass Schools will be adding two social worker/counselor positions to support students with social and emotional difficulties that interfere with the classroom learning environment

and individual student's academic progress. We currently have one school social worker/counselor in each building whose main duties are to support students, facilitate the Student Intervention Team, plan and facilitate PBIS activities, coordinate standardized testing, and teach Social Emotional Learning lessons. Our school social worker/counselors do a great job meeting the broad goals of their positions. However, it is more difficult to meet the demand for supporting individual students and small groups of students who need consistent counseling.

Since the rise of the COVID-19 Pandemic we have noticed an increase in the number of students who are experiencing anxiety and other social/emotional difficulties at school. It has long been known that children have a hierarchy of needs that must be met in order for them to learn. These basic needs include food, clothing, safety/security and belonging. When these needs are lacking, students may become emotionally dysregulated. At school, emotional dysregulation may manifest in negative behaviors that interfere or stop a student from being able to engage in learning. In some cases a student's dysregulation is very disruptive to the classroom environment as a whole.

It is our belief that the pandemic has amplified social and emotional needs for many of our students. Due to the increased demand for social and emotional support at school, our current staff is unable to consistently meet the needs of students with emotional dysregulation and complete their other job duties. The additional school social worker/counselor would be assigned to support individual students and small groups of students for consistent counseling that would target social and emotional regulation. The new social worker/counselor's main duties will include:

\* Working with administration, classroom teachers, and special education teachers to support

students with behavior plans

- \* Writing and monitoring Tier 2 and Tier 3 behavior intervention plans
- \*Consistent counseling sessions with individual students
- \*Consistent small group counseling sessions
- \* Manage/facilitate crisis dysregulation situations
- \* Facilitate students in ISS
- \* Aid in supporting truant students

It is our vision that the new social worker/counselors would be mentored by our existing staff members. Together, the social work/counselor teams would be able to make more of an impact with all student populations who struggle most with social/emotional issues allowing them to better attend to academic learning.

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$574,086                | \$0                | \$574,086               | ESSER III Allocations | \$114,818   |
| Approved Total        | \$0                      | \$0                | \$0                     | Approved Total        | \$0         |
| Amount Left           | \$574,086                | \$0                | \$574,086               | Amount Still Needed   | \$114,818   |
| In Review Total       | \$409,883                | \$0                | \$409,883               | In Review Total       | \$57,022    |
| Amount Left           | \$164,203                | \$0                | \$164,203               | Amount Still Needed   | \$57,796    |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 396-3-0009 | Direct             | False            | 1000             | 111            | 1A               | \$52,513           | Task Force Review |
| 396-3-0010 | Direct             | True             | 1000             | 111            | 1A               | \$25,299           | Task Force Review |
| 396-3-0011 | Direct             | True             | 1000             | 121            | 1A               | \$13,423           | Task Force Review |
| 396-3-0013 | Direct             | False            | 1000             | 111            | 10               | \$114,579          | Task Force Review |
| 396-3-0014 | Direct             | True             | 1000             | 111            | 12               | \$12,697           | Task Force Review |
| 396-3-0015 | Direct             | True             | 1000             | 122            | 12               | \$2,825            | Task Force Review |
| 396-3-0016 | Direct             | True             | 1000             | 610            | 12               | \$2,778            | Task Force Review |
| 396-3-0017 | Direct             | False            | 1000             | 111            | 10               | \$105,796          | Task Force Review |
| 396-3-0018 | Direct             | False            | 2640             | 730            | 12               | \$15,843           | Task Force Review |
| 396-3-0020 | Direct             | False            | 2131             | 120            | 15               | \$56,830           | Task Force Review |
| 396-3-0021 | Direct             | False            | 2200             | 300            | 10               | \$7,300            | Task Force Review |

# Line Item Details

Line Item ID: 396-3-0009

| Allocation Type  | Is this Item for the 20% Minimuim                                    | Learning Loss Set Aside Expenditure   |
|--|--|---|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure |   |
| Account Name   | Account Number   |   |
| 96-ESSER III   | 96-1000-111-01   |   |
| Function Code  | Object Code  | Allowable Use   |
| 1000 - Instruction   | 111 - Full-Time Certified Salaries                                   | 1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965. |
| Please describe the expenditures within<br>A certified teacher to reduce the number<br>increases the safety for students and staf<br>Budgeted Expenditures in SFY 2021 | of students/staff in our upcoming 3rd g                              | grade class (largest class size in ES), which   |
| Budgeted Expenditures in SFY 2022  | \$0  |   |
| Budgeted Expenditures in SFY 2023  | \$0  |   |
| Budgeted Expenditures in SFY 2024  | \$52,513   | <u>Status</u>   |
| Total Expenditures   | \$52,513   | Task Force Review   |
| Line Item Comment from KSDE  |  |   |
| Change Request: Previously approved for  | r \$100,449  |   |
| Line Item ID: 396-3-0010   |  |   |

| Allocation Type<br>Direct Allocation       | Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L  | •   |
|--|---|---|
| Account Name                               | Account Number  |   |
| 96-ESSER III<br>Function Code              | 96-1000-111-02/03<br><b>Object Code</b>   | Allowable Use   |
| 1000 - Instruction                         | 111 - Full-Time Certified Salaries  | 1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965. |
| Please describe the expenditures with      | in the account and how they will addres   | s a COVID-19 need   |
| and staff to ensure the learning time lost | ful MTSS program to the MS/HS. This prov<br>due to COVID-19 school closure does not<br>ent data and implement intervention strate | affect the students' success in the future.   |

| Budgeted Expenditures in SFY 2021           | \$0      |                   |
|---|----------|-------------------|
| Budgeted Expenditures in SFY 2022           | \$O      |                   |
| Budgeted Expenditures in SFY 2023           | \$25,299 |                   |
| Budgeted Expenditures in SFY 2024           | \$0      | <u>Status</u>     |
| Total Expenditures                          | \$25,299 | Task Force Review |
| Line Item Comment from KSDE                 |          |                   |
| Change Request: Previously approved for \$1 | 24.340   |                   |

| Allocation Type  | Is this Item for the 20% Minimuim Le  |   |  |  |
|--|---|---|--|--|
| Direct Allocation  | YES - this item is marked for Learning Le   | YES - this item is marked for Learning Loss Set Aside Expenditure                   |  |  |
| Account Name   | Account Number  |   |  |  |
| 96-ESSER III   | 96-1000-121-01  |   |  |  |
| Function Code  | Object Code   | Allowable Use   |  |  |
| 1000 - Instruction   | 121 - Full-Time Non-Certified Salaries  | 1A - Any activity authorized by the   |  |  |
|  |   | Elementary and Secondary Education Act of 1965.                                     |  |  |
| Please describe the expenditu  | res within the account and how they will address  | a COVID-19 need   |  |  |
| instruction. Due to learning loss<br>to the ES staff to assist the certi | at the elementary school have had an increase in stust<br>and size precautions to remain safe with small cohor<br>fied staff members in continuing to provide this sup<br>o reach students who were not receiving services du | ort groups, a MTSS paraeducator is added port. This will also give the district the |  |  |

| <b>U</b>  | • •      |                   |
|---|----------|-------------------|
| Budgeted Expenditures in SFY 2021   | \$0      |                   |
| Budgeted Expenditures in SFY 2022   | \$0      |                   |
| Budgeted Expenditures in SFY 2023   | \$6,564  |                   |
| Budgeted Expenditures in SFY 2024   | \$6,859  | <u>Status</u>     |
| Total Expenditures  | \$13,423 | Task Force Review |
| Line Item Comment from KSDE<br>Change Request: Previously approved for \$ | 15,891   |                   |
| Line Item ID: 396-3-0013  |          |                   |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |  |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |
| Account Name   | Account Number  |  |
| 96-ESSER III   | 96-2120-111-01  |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 111 - Full-Time Certified Salaries  | 10 - Providing mental health services and supports.  |
| Please describe the expenditures withi   | in the account and how they will addre  | ess a COVID-19 need  |
| •  | a and help coordinate Social Emotional s  | ntal health support for students and staff.<br>trategies to support students and staff. This   |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |
| Budgeted Expenditures in SFY 2023  | \$56,029  |  |
| Budgeted Expenditures in SFY 2024  | \$58,550  | <u>Status</u>  |
| Total Expenditures   | \$114,579   | Task Force Review  |
| Change Request: Please clarify how many<br>ne Item ID: 396-3-0014<br>Allocation Type   | Is this Item for the 20% Minimuim   | Learning Loss Set Aside Expenditure  |
| Change Request: Please clarify how many<br>ne Item ID: 396-3-0014<br>Allocation Type<br>Direct Allocation  | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning   | •  |
| Change Request: Please clarify how many<br>ne Item ID: 396-3-0014<br>Allocation Type<br>Direct Allocation<br>Account Name  | Is this Item for the 20% Minimuim   | •  |
| Change Request: Please clarify how many<br>ne Item ID: 396-3-0014<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III  | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br><u>Account Number</u><br>96-1000-111-01  | •  |
| Line Item Comment from KSDE<br>Change Request: Please clarify how many<br>ne Item ID: 396-3-0014<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III<br>Function Code<br>1000 - Instruction  | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number   | Loss Set Aside Expenditure   |
| Change Request: Please clarify how many<br>ne Item ID: 396-3-0014<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III<br>Function Code   | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>96-1000-111-01<br>Object Code<br>111 - Full-Time Certified Salaries  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Change Request: Please clarify how many<br>ne Item ID: 396-3-0014<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Two(2) certified teachers have been hirec  | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>96-1000-111-01<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will addre  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ess a COVID-19 need<br>those students that fell behind during the                                |
| Change Request: Please clarify how many<br>ne Item ID: 396-3-0014<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Two(2) certified teachers have been hirec<br>COVID-19 school closure to get back on  | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>96-1000-111-01<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will addre  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ess a COVID-19 need<br>those students that fell behind during the                                |
| Change Request: Please clarify how many<br>the Item ID: 396-3-0014<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Two(2) certified teachers have been hirec<br>COVID-19 school closure to get back on<br>Budgeted Expenditures in SFY 2021  | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>96-1000-111-01<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will addre<br>d to provide extended school to help get<br>track and at grade level in reading and r   | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ess a COVID-19 need<br>those students that fell behind during the                                |
| Change Request: Please clarify how many<br>ne Item ID: 396-3-0014<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Two(2) certified teachers have been hired<br>COVID-19 school closure to get back on<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>96-1000-111-01<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will addre<br>d to provide extended school to help get<br>track and at grade level in reading and r<br>\$0                                    | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ess a COVID-19 need<br>those students that fell behind during the                                |
| Change Request: Please clarify how many<br>the Item ID: 396-3-0014<br>Allocation Type<br>Direct Allocation<br>Account Name<br>P6-ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Two(2) certified teachers have been hired<br>COVID-19 school closure to get back on<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>96-1000-111-01<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will addred<br>to provide extended school to help get<br>track and at grade level in reading and r<br>\$0<br>\$5,090                          | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         those students that fell behind during the                      |
| Change Request: Please clarify how many<br>ne Item ID: 396-3-0014<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi   | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>96-1000-111-01<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will addre<br>d to provide extended school to help get<br>track and at grade level in reading and r<br>\$0<br>\$5,090<br>\$7,607              | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         those students that fell behind during the nath.                |
| Change Request: Please clarify how many<br>ne Item ID: 396-3-0014<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Two(2) certified teachers have been hirec<br>COVID-19 school closure to get back on<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>96-1000-111-01<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will addred<br>to provide extended school to help get<br>track and at grade level in reading and r<br>\$0<br>\$5,090<br>\$7,607<br><u>\$0</u> | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         those students that fell behind during the nath.         Status |

| Allocation Type   | <u>Is this Item for the 20% Minimuim Le</u>  | arning Loss Set Aside Expenditure   |
|---|--|---|
| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure  |   |
| Account Name  | Account Number   |   |
| 96-ESSER III  | 96-1000-121-01   |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 122 - Part-Time Non-Certified Salaries   | 12 - Addressing learning loss among   |
|   |  | students, including vulnerable populations.   |
| Please describe the expenditures with   | in the account and how they will address   | a COVID-19 need   |
| Two(2) paraeducators for our extended s   | •  |   |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | \$0<br>\$0   |   |
| Budgeted Expenditures in SFY 2023   | \$915  |   |
| Budgeted Expenditures in SFY 2024   | \$1,910  | <u>Status</u>   |
| Total Expenditures  | \$2,825  | Task Force Review   |
|   |  |   |
|   |  |   |
|   |  |   |
| Line Item Comment from KSDE<br>Change Request: Previously approved fo   | r \$2,070  |   |
| Change Request: Previously approved fo  | r \$2,070  |   |
| Change Request: Previously approved fo<br>ine Item ID: 396-3-0016   |  | arning Loss Set Aside Expenditure   |
| Change Request: Previously approved fo<br>ine Item ID: 396-3-0016<br>Allocation Type  | r \$2,070<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Lo   | •   |
| Change Request: Previously approved fo<br>ine Item ID: 396-3-0016<br><u>Allocation Type</u><br>Direct Allocation  | <b>Is this Item for the 20% Minimuim Le</b><br>YES - this item is marked for Learning Lo   | •   |
| Change Request: Previously approved fo<br>ine Item ID: 396-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name   | Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Lo<br>Account Number  | •   |
| Change Request: Previously approved fo<br>ne Item ID: 396-3-0016<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>96-ESSER III  | Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Lo<br><u>Account Number</u><br>96-1000-610-01   | oss Set Aside Expenditure   |
| Change Request: Previously approved fo<br>ine Item ID: 396-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III<br>Function Code  | Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Lo<br>Account Number<br>96-1000-610-01<br>Object Code   | Allowable Use   |
| Change Request: Previously approved fo<br>ine Item ID: 396-3-0016<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>96-ESSER III   | Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Lo<br><u>Account Number</u><br>96-1000-610-01   | oss Set Aside Expenditure   |
| Change Request: Previously approved fo<br>ine Item ID: 396-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III<br>Function Code<br>1000 - Instruction  | Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Lo<br>Account Number<br>96-1000-610-01<br>Object Code<br>610 - General Supplies and Materials   | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations.                                       |
| Change Request: Previously approved fo<br>ine Item ID: 396-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with   | Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Lo<br>Account Number<br>96-1000-610-01<br>Object Code<br>610 - General Supplies and Materials<br>in the account and how they will address   | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations.                                       |
| Change Request: Previously approved fo<br>ne Item ID: 396-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Supplies for extended school year progra  | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Loc<br>Account Number<br>96-1000-610-01<br>Object Code<br>610 - General Supplies and Materials<br>in the account and how they will address   | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations.                                       |
| Change Request: Previously approved fo<br>ne Item ID: 396-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Supplies for extended school year progra<br>Budgeted Expenditures in SFY 2021   | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Loc<br>Account Number<br>96-1000-610-01<br>Object Code<br>610 - General Supplies and Materials<br>in the account and how they will address<br>am                                       | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations.                                       |
| Change Request: Previously approved fo<br>ine Item ID: 396-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Supplies for extended school year progra<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Loc<br>Account Number<br>96-1000-610-01<br>Object Code<br>610 - General Supplies and Materials<br>in the account and how they will address<br>am<br>\$0<br>\$1,131                     | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations.                                       |
| Change Request: Previously approved fo<br>ine Item ID: 396-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Supplies for extended school year progra<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Loc<br>Account Number<br>96-1000-610-01<br>Object Code<br>610 - General Supplies and Materials<br>in the account and how they will address<br>am<br>\$0<br>\$1,131<br>\$147            | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>3 a COVID-19 need         |
| Change Request: Previously approved fo<br>ine Item ID: 396-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Supplies for extended school year progra<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023 | Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Lo<br>Account Number<br>96-1000-610-01<br>Object Code<br>610 - General Supplies and Materials<br>in the account and how they will address<br>am<br>\$0<br>\$1,131<br>\$147<br>\$1,500   | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>a COVID-19 need<br>Status |
| Change Request: Previously approved fo<br>ine Item ID: 396-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Supplies for extended school year progra<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Loc<br>Account Number<br>96-1000-610-01<br>Object Code<br>610 - General Supplies and Materials<br>in the account and how they will address<br>am<br>\$0<br>\$1,131<br>\$147            | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>3 a COVID-19 need         |
| Change Request: Previously approved fo<br>ine Item ID: 396-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>96-ESSER III<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Supplies for extended school year progra<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023 | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Loc<br>Account Number<br>96-1000-610-01<br>Object Code<br>610 - General Supplies and Materials<br>in the account and how they will address<br>am<br>\$0<br>\$1,131<br>\$147<br>\$1,500 | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>a COVID-19 need<br>Status |

| Line Item ID: 396-3-0017 |                                      |   |
|--------------------------|--------------------------------------|---|
| Allocation Type          | Is this Item for the 20% Minimuim    | Learning Loss Set Aside Expenditure                 |
| Direct Allocation        | NO - this item is not marked for Lea | rning Loss Set Aside Expenditure                    |
| Account Name             | Account Number                       |   |
| 96-ESSER III             | 96-1000-111-02                       |   |
| Function Code            | Object Code                          | Allowable Use                                       |
| 1000 - Instruction       | 111 - Full-Time Certified Salaries   | 10 - Providing mental health services and supports. |

One(1) licensed school counselor for MS/HS to support students with social and emotional difficulties. Since the COVID-19 pandemic there has been a noticeable increase in the number of students who are experiencing anxiety and other social/emotional difficulties at school. An additional social worker will provide more, consistent counseling to both individual and small group sessions. ESSER II plans had included this approved action for our primary level and we would like to further extend this ability to support students in this manner to our secondary levels. This wage expense is for fiscal years 2023 and 2024.

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$0       |
| Budgeted Expenditures in SFY 2023 | \$51,734  |
| Budgeted Expenditures in SFY 2024 | \$54,062  |
| Total Expenditures                | \$105,796 |

<u>Status</u> Task Force Review

#### Line Item Comment from KSDE

New: Please clarify how many social workers this include?

Line Item ID: 396-3-0018

| Allocation Type                     | Is this Item for the 20% Min | imuim Learning Loss Set Aside Expenditure   |
|-------------------------------------|------------------------------|---|
| Direct Allocation                   | NO - this item is not marked | for Learning Loss Set Aside Expenditure   |
| Account Name                        | Account Number               |   |
| 96-ESSER III                        | 96-2640-730                  |   |
| Function Code                       | Object Code                  | Allowable Use   |
| 2640 - Care and Upkeep of Equipment | 730 - Equipment              | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

95% Group materials were purchased to focus on reading intervention for grade levels 3,4 and 5. These grade levels saw the most learning loss on reading scores from the COVID-19 pandemic and closure of schools in 2020. These materials include workbooks, digital learning software and core instruction that will be implemented by our MTSS coordinator for intermediate levels.

| \$0      |                            |
|----------|----------------------------|
| \$0      |                            |
| \$14,302 |                            |
| \$1,541  | <u>Status</u>              |
| \$15,843 | Task Force Review          |
|          |                            |
|          |                            |
|          | \$0<br>\$14,302<br>\$1,541 |

| Allocation Type                         | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |  |
|---|--|--|--|
| Direct Allocation                       | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |  |
| Account Name                            | Account Number   |  |  |
| 96-ESSER III                            | 96-2131-122  |  |  |
| Function Code                           | Object Code  | Allowable Use  |  |
| 2131 - Supervision of Health Services   | 120 - Regular Non-Certified Salaries   | 15 - Developing strategies and<br>implementing public health protocols<br>for the reopening and operation of<br>school facilities. |  |
| Please describe the expenditures with   | in the account and how they will addres  | s a COVID-19 need  |  |
| students and staff. Having gone through | rict for the 2023-24 school year to help ma<br>a pandemic, our district realized the need<br>history in hospitals and disease managements. | s (medically) that we needed to improve  |  |
| Budgeted Expenditures in SFY 2021       | \$0  |  |  |
|   |  |  |  |

|                                   | <b>+</b> • |                   |
|-----------------------------------|------------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0        |                   |
| Budgeted Expenditures in SFY 2023 | \$0        |                   |
| Budgeted Expenditures in SFY 2024 | \$56,830   | <u>Status</u>     |
| -<br>Total Expenditures           | \$56,830   | Task Force Review |
| Line Item Comment from KSDE       |            |                   |
| New                               |            |                   |
|                                   |            |                   |
| Line Item ID: 396-3-0021          |            |                   |

| Allocation Type                                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |  |
|--|---|---|--|--|
| Direct Allocation                                | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |  |  |
| Account Name                                     | Account Number  |   |  |  |
| 96-ESSER III                                     | 96-2200-300   |   |  |  |
| Function Code                                    | Object Code   | Allowable Use                                       |  |  |
| 2200 - Support Services (Instructional<br>Staff) | 300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES                | 10 - Providing mental health services and supports. |  |  |

In April of 2023, our district sent a select number of staff to a Ruby Payne training. This training addressed the emotional poverty and how to address anger, anxiety and mental health in the classroom for underresources students. Having attented the training, our district has scheduled a district wide training on August 9th, 2023. Following the COVID-19 pandemic, our district has seen a significant rise in students experiencing these emotional strains. Providing this training will equip our staff with tools to understand and combat anxiety and emotional difficulties with our students. This expense covers the cost of the speaker, the cost of the materials and the cost of the meals. We have opened the opportunity to surrounding districts who will cover the cost of the materials and meals for their attendees.

| Budgeted Expenditures in SFY 2021   | \$0     |                   |
|-------------------------------------|---------|-------------------|
| Budgeted Expenditures in SFY 2022   | \$0     |                   |
| Budgeted Expenditures in SFY 2023   | \$0     |                   |
| Budgeted Expenditures in SFY 2024   | \$7,300 | <u>Status</u>     |
| Total Expenditures                  | \$7,300 | Task Force Review |
| Line Item Comment from KSDE<br>New: |         |                   |

#### **KSDE Application Comments**

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

#### **Current Directory Information**

| <u>District</u>     | <u>Address</u>                        | <u>Mail Address</u>                   |
|---------------------|---------------------------------------|---------------------------------------|
| Peabody-Burns       | 506 Elm Street, Peabody, KS 668661216 | 506 Elm Street, Peabody, KS 668661216 |
|                     |                                       |                                       |
| Superintendent Name | Superintendent E-mail Address         | Superintendent Phone Number           |

### **Authorized Representative of the District Information**

| <u>Name</u>                            | Position of Title | E-mail Address                                   | Phone Number   |  |
|--|-------------------|--|----------------|--|
| Antoinette Root                        | Superintendent    | aroot@usd398.com                                 | (620) 983-2198 |  |
| Other District Representative 1 - Name |                   | Other District Representative 1 - E-mail Address |                |  |
| Lisa Hodges                            |                   | lhodges@usd398.com                               |                |  |
| Other District Representative 2 - Name |                   | Other District Representative 2 - E-mail Address |                |  |

# **Plan for Safe Return**

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

https://www.usd398.net/

# Use of Funds for CDC Guidance

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

All the funds previously received (CARES, SPARKS) have helped USD 398 through the pandemic to purchase supplies to keep everyone safe and healthy. This included masks, extra cleaning supplies, air filters, mitigation for classrooms, hallways and lunchrooms. ESSER I & II funds were use to continue mitigation strategies so that students were able to remain in school the maximum amount of time. ESSER I & II funds were also used to provide additional supplies in classrooms to include furniture that could be easily cleaned, additional tables and chairs so students could be spaced out in the classroom, and standalone air purification systems for each room to help with circulation. In addition we provided additional funding to teachers through premium pay to help when teachers had to take on extra duties when other teachers were not in the building. ESSER III funds will be used to help hire staff to implement systems to address learning loss and social emotional issues as a result of the pandemic. Funds will also be used for technology so that we can be prepared and have up to date equipment to better serve our students incase of at home learning or assist students who can not be at school due to COVID.

# Stakeholder Engagement

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

#### Students

In developing our ESSER plan, we conducted a survey and hosted focus groups with student leadership groups to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest from our students:

- Increase technology to help with learning and learning loss as a result of the pandemic
- Increased staff to help with learning loss as a result of the pandemic
- Increased staff to help with social emotional issues as a result of the pandemic.

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

#### Families

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

- Additional personal and staff to help support learning loss and academics due to pandemic
- Expanded social and emotional learning and mental health services due to the pandemic
- Additional instructional materials and resources due to learning loss as a result of the pandemic

You will see that these suggestions from parents are reflective in the plan we developed.

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

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district. The country schools are part of a Special Education Coop, Marion Country Special Education Cooperative. We meet monthly and discuss all aspects of special education and how we can best support students.

- Additional personal to help students with learning loss due to the pandemic
- Additional instructional materials
- Additional support staff to help students with learning loss due to the pandemic

You will see that this information plays a prominent role in our ESSER plan.

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

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. Our plans are reflective of those various conversations. We are a very small district with only 5 teachers as part of the union. These teachers are part of our District Curriculum Committee which helps to make decisions, one of the members is in charge of our MTSS program at the JH/HS level and is helping to find the best curriculum and materials for students. Highlights of these collaborative conversations include:

- Staff expressed they would like to see additional staff to help students with learning loss.
- They would also like to see personal for help with social emotional issues.
- They would also like additional materials to help with learning loss due the pandemic.

In a review of our student information system, we identified 11 students who reported as members of a tribe. During a focus group meeting with these students and their parents, they indicated the following strategies would be of the greatest benefit to them:

- Increased staff to help students who experiences learning loss due to the pandemic
- Increased opportunities for students to learn and have support as a result of learning loss due to the pandemic
- Support for social emotional issues due to the pandemic.

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

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

The district reached out to 6 different civil rights organizations that are in the state. We contacted via email or regular mail. The district heard back from 2 of them and the ACLU responded that they were unable to provide input and the Kansas Action for Children responded that they were reluctant to weight in on the plans for the district but would agree with what we were doing and include early learning. The district has not heard back from the other 4 organizations. In contacting the Kansas Chamber of Commerce, it was determined that we do not have any local civil rights organizations or social organization in the Peabody-Burns area. The country and city offices were also contacted and there they did not know of any local civil rights or social organizations. We have still implemented the following supports which we believe will benefit all populations of our students. Since there are no official Civil Rights groups in our town but have several community groups. The community groups that were contacted were the Warrior Booster Club, PTO, and the Peabody Community Foundation. They were part of our ESSER committee, they were all sent a copy of the survey that was sent out and since we are a small school and community, discussions happen on a frequent basis.

- Increased staff to help with supports due to learning loss as a result of the pandemic at all levels.
- Increased staff to help with social emotional supports due to the pandemic
- Increased materials and technology to help with learning loss due to the pandemic.

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

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. Groups that were included are children with disabilities, children experiencing homelessness, and children in foster care. At the current time we do not have children who fit into the categories of English Learners, migratory students or children who are incarcerator. We have conducted surveys and have also engaged in focus group conversations. Through those surveys and conversations, it was clear that the following supports were most needed.

- Increased staff to help with support for learning loss due to the pandemic
- Increased staff to help with social emotional support of students and staff due to the pandemic
- Increased materials and technology due to learning loss as a result of the pandemic.

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

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

Meetings were held at the district office of public input. We had both parents and community members who attended the meetings. They expressed a desire to increase staff to help students with learning loss and dealing with social emotional issues. Due to having students who are in a situation where funds are not readily available, they would like to make sure that the technology available is up to date so we are ready for what we may face in the future. We sent out a survey to all parents, students and staff and received feedback. For the community, we sent out emails with the link for the survey, sent letters to businesses in the communities that we serve and placed a link to the survey on our website, Facebook and in the electronic newsletter that we sent out. The information we received back was consistent with the feedback we received in the focus groups and in talking with different community individuals.

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

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

All staff and students of USD #398 were impacted by Covid 19. When the pandemic first presented itself, there was a great deal of fear and uncertainty. With very little information and the situation changing daily, this led to a great deal more fear, uncertainty, anxiety and frustration. It seemed there was new information daily and no one was sure what to believe or not believe. Once the initial shock wore off, the staff did the best job they could to engage students from home. This was very difficult as plans were made, plans changed on a daily basis and providing any kind of a decent education to children was close to impossible.

Starting the 2020-21 school year, USD 398 chose to return to in-person learning with input from parents, teachers and students. It was felt that in person was far better than virtual learning. With the help of the Marion County Health Department, guidelines and thresholds were put into place to help protect both staff, students and the community. There were also plans put into place in-case the district would have gone back into remote learning. ESSER II funds were used to help purchase PPE, cleaning and air quality supplies to help reduce the spread of COVID 19.

For the 2022-23 school year, USD 398 had in-person learning all year. Through a KHDE grant, we were able to hire a school nurse to help with the many aspects of COVID 19. The district also kept in place guidelines for mask wearing, quarantine periods and participation in school and activities. These were reviewed by the Board of Education each month. We were also able to purchase curriculum to help with social emotional learning and curriculum to help with learning loss. We implemented a strong MTSS program at the elementary school and with ESSER III funds would like to hire staff to improve our MTSS program at the junior high school and high school.

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

In looking at our test scores from the past several years it is evident that we are still experiencing students who are struggling academically. Teachers in different classrooms are seeing a loss of learning. There is a concerted effort to increase our MTSS program at the JH/HS levels to help those students regain what was lost and excel so they can graduate on time and either enter the workforce or college and be prepared to succeed. We would like to use ESSER funds to help supplement this endeavor. It would also require some upgrades in our technology so teachers and students can be better prepared.

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

USD #398 will continue to monitor student growth in academics at all levels. We will evaluate both teachers and curriculum to make sure they are meeting the needs of students, to include those in special populations and those with learning loss. ESSER funds will be used to hire staff, support them with technology and provide curriculum if needed.

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

We will continue to reflect and evaluate the need for additional staff both academically and social-emotionally. The data we have shows that students have a need for additional support to be successful. We will concentrate on providing students the support that is needed so they can succeed at all levels. Those students who are below grade level, is a focus of the district and an area we want to make sure we address. With a small population in our school, many of our students fit into many categories, so by being able to address all students, we will address those students in special categories. That is a great advantage of a small school. Evidenced based programs that we are currently using and will continue to use include Character Strong for addressing Social Emotional Issues, Fastbridge to help monitor and address learning loss due to Covid 19. At the elementary school we are using Fundations to help with language skills and Top Score Writing to address learning loss in writing skills.

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$358,433                | \$0                | \$358,433               | ESSER III Allocations | \$71,687    |
| Approved Total        | \$333,600                | \$0                | \$333,600               | Approved Total        | \$220,000   |
| Amount Left           | \$24,833                 | \$0                | \$24,833                | Amount Still Needed   | \$0         |
| In Review Total       | \$24,833                 | \$0                | \$24,833                | In Review Total       | \$0         |
| Amount Left           | \$0                      | \$0                | \$0                     | Amount Still Needed   | \$0         |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 398-3-0014 | Direct             | False            | 1000             | 300            | 12               | \$24,833           | Task Force Review |
| 398-3-0001 | Direct             | True             | 1000             | 110            | 12               | \$220,000          | Approved          |
| 398-3-0002 | Direct             | False            | 1000             | 151            | 16               | \$53,000           | Approved          |
| 398-3-0003 | Direct             | False            | 2000             | 152            | 16               | \$13,000           | Approved          |
| 398-3-0004 | Direct             | False            | 2000             | 150            | 16               | \$7,000            | Approved          |
| 398-3-0005 | Direct             | False            | 2000             | 150            | 16               | \$9,000            | Approved          |
| 398-3-0006 | Direct             | False            | 2000             | 120            | 16               | \$9,000            | Approved          |
| 398-3-0007 | Direct             | False            | 2710             | 120            | 16               | \$9,000            | Approved          |
| 398-3-0008 | Direct             | False            | 1000             | 650            | 9                | \$1,200            | Approved          |
| 398-3-0009 | Direct             | False            | 1000             | 650            | 9                | \$500              | Approved          |
| 398-3-0010 | Direct             | False            | 2400             | 650            | 8                | \$500              | Approved          |
| 398-3-0011 | Direct             | False            | 1000             | 650            | 8                | \$8,500            | Approved          |
| 398-3-0012 | Direct             | False            | 1000             | 650            | 9                | \$1,300            | Approved          |
| 398-3-0013 | Direct             | False            | 1000             | 650            | 9                | \$1,600            | Approved          |

# Line Item Details

Line Item ID: 398-3-0014

| Allocation Type<br>Direct Allocation | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn | • ·   |
|--------------------------------------|---|---|
| Account Name<br>Contracted Service   | <u>Account Number</u><br>07100300000000                                       |   |
| Function Code                        | Object Code   | Allowable Use   |
| 1000 - Instruction                   | 300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES                        | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

Due to learning lose as a result of COVID, which were reflected in our state assessment scores, we are hiring ESSDACK to be our school interventionist in English and Math for the JH/HS and grades K-5 at the elementary school. This will help with remediation for all students due to learning loss from COVID. We have a very small student body population so this would include both our regular students and any students who fall into the special population categories. Our goal is to decrease the number of students scoring a 1 on state assessment tests.

| Budgeted Expenditures in SFY 2021 | \$0      |                   |
|-----------------------------------|----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0      |                   |
| Budgeted Expenditures in SFY 2023 | \$24,833 |                   |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u>     |
| Total Expenditures                | \$24,833 | Task Force Review |
| Line Item Comment from KSDE       |          |                   |
| New line item                     |          |                   |

| Direct Allocation        | YES - this item is marked for Learning | YES - this item is marked for Learning Loss Set Aside Expenditure                     |  |
|--------------------------|--|---|--|
| Account Name             | Account Number                         |   |  |
| Teacher Salaries - ESSER | 07-1000-110                            |   |  |
| Function Code            | Object Code                            | Allowable Use   |  |
| 1000 - Instruction       | 110 - Regular Certified Salaries       | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |

Due to learning lose as a result of COVID, which were reflected in our state assessment scores, we are hiring an MTSS interventionist in English and Math for the JH/HS to help with remediation for all students. This will be one teacher for each subject for two years. We have a very small student body population so this would include both our regular students and any students who fall into the special population categories.

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$110,000 |               |
| Budgeted Expenditures in SFY 2023 | \$110,000 |               |
| Budgeted Expenditures in SFY 2024 | \$0       | <u>Status</u> |
| Total Expenditures                | \$220,000 | Approved      |

| Allocation Type        | Is this Item for the 20% Minimuim Lea          | arning Loss Set Aside Expenditure  |
|------------------------|--|--|
| Direct Allocation      | NO - this item is not marked for Learning      | g Loss Set Aside Expenditure   |
| Account Name           | Account Number                                 |  |
| Teacher Salary - COVID | 07-1000-110                                    |  |
| Function Code          | Object Code                                    | Allowable Use  |
| 1000 - Instruction     | 151 - Additional compensation paid to teachers | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
|                        |  | and employ existing LEA stall.   |

USD 398 is requesting \$53,000 for the purpose of providing premium pay for additional compensation for 25 all district certified staff at \$1000 plus taxes per year. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

| <u>Status</u> |
|---------------|
| Approved      |
|               |

Line Item ID: 398-3-0003

| <u>Allocation Type</u><br>Direct Allocation           | Is this Item for the 20% Minimuim Lea<br>NO - this item is not marked for Learning |  |
|---|--|--|
| <u>Account Name</u><br>Salaries- Teacher Aids - COVID | <u>Account Number</u><br>07-1000-120   |  |
| Function Code   | Object Code  | Allowable Use  |
| 2000 - Support Services                               | 152 - Additional compensation paid to instructional aides and assistants           | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

USD 398 is requesting \$13,000 for the purpose of providing premium pay for additional compensation for 6 district teacher aids and paraprofessionals for \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

| Budgeted Expenditures in SFY 2022 | \$6,500 |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2023 | \$6,500 |               |
| Budgeted Expenditures in SFY 2024 | \$0     | <u>Status</u> |
| Total Expenditures \$             | 13,000  | Approved      |

Line Item ID: 398-3-0004

| Allocation Type<br>Direct Allocation                     | Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear | Learning Loss Set Aside Expenditure<br>ning Loss Set Aside Expenditure                                       |
|--|--|--|
| <u>Account Name</u><br>Salaries - Central Office - Covid | <u>Account Number</u><br>07-2300-100                                       |  |
| Function Code  | Object Code  | Allowable Use  |
| 2000 - Support Services                                  | 150 - Additional Compensation  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |

USD 398 is requesting \$ 7,000 for the purpose of providing premium pay for additional compensation for 3 central office staff at \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased jobrelated duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

| 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 | <b>\$</b> 0 | <u>Status</u> |
| <br>Total Expenditures            | \$7,000     | Approved      |
|                                   |             |               |
| Line Item ID: 398-3-0005          |             |               |

| <u>Allocation Type</u>                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |
|---|---|--|
| Direct Allocation                       | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |
| <u>Account Name</u>                     | <u>Account Number</u>   |  |
| Salaries - Building Admin & Secretaries | 07-2400-100   |  |
| Function Code                           | Object Code   | Allowable Use  |
| 2000 - Support Services                 | 150 - Additional Compensation   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |

USD 398 is requesting \$9,000 for the purpose of providing premium pay for additional compensation for all building administration and clerical staff at \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

| 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 | \$0     | <u>Status</u> |
| Total Expenditures                | \$9,000 | Approved      |
|                                   |         |               |

| Allocation Type              |   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |  |
|------------------------------|---|--|--|--|
| Direct Allocation            | NO - this item is not marked for Learni | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |  |
| Account Name                 | Account Number                          |  |  |  |
| Salaries - Custodial - Covid | 07-2600-120                             |  |  |  |
| Function Code                | Object Code                             | Allowable Use  |  |  |
| 2000 - Support Services      | 120 - Regular Non-Certified Salaries    | 16 - Other activities necessary to                                     |  |  |
|                              |   | maintain LEA operations and services<br>and employ existing LEA staff. |  |  |

USD 398 is requesting \$9,000 for the purpose of providing premium pay for additional compensation for 4 district custodial staff at \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

| 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 | \$0     | <u>Status</u> |
| <br>Total Expenditures            | \$9,000 | Approved      |
|                                   |         |               |
| Line Item ID: 398-3-0007          |         |               |

| <u>Allocation Type</u><br>Direct Allocation           |                                      | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
|---|--------------------------------------|---|--|
| <u>Account Name</u><br>Salaries - Bus Drivers - Covid | <u>Account Number</u><br>07-2710-120 |   |  |
| Function Code   | Object Code                          | Allowable Use   |  |
| 2710 - Vehicle Operation                              | 120 - Regular Non-Certified Salaries | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                                  |  |

USD 398 is requesting \$9,000 for the purpose of providing premium pay for additional compensation for 4 district transportation staff at \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

| 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 | \$0     | <u>Status</u> |
| Total Expenditures                | \$9,000 | Approved      |

Line Item ID: 398-3-0008

| Allocation Type                   | <u>Is this Item for the 20% Minimuim L</u>                           | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |  |
|-----------------------------------|--|--|--|--|
| Direct Allocation                 | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |  |
| Account Name                      | Account Number   | Account Number   |  |  |
| Instruction Equipment - ESSER III | 07E10070000000   | 07E10070000000   |  |  |
| Function Code                     | Object Code  | Allowable Use  |  |  |
| 1000 - Instruction                | 650 - Supplies-Technology Related                                    | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students. |  |  |

The TI 84 CE Plus with Python graphing calculators will provide students with a dynamic exploration of math. Students will be able to see structures, discover and identify patterns and make their own connections. Students can further their understanding of math by learning the basics of programming in Python and TI-Basic . The TI education website provides materials that can support different types of learners and increase accessibility of mathematical concepts. Familiarity with a TI calculator will benefit students on high-stakes exams such as the ACT and SAT. Purchasing educational technology (including hardware, software, and connectivity) for students and teacher who are part of the local educational agency that aids in regular and substantive educational interaction between and their classroom instructors. We continue to update the technology available to teachers to remain connected with students and help aid in learning both at school and if for any reason they were quarantined at home and/or on remote status.

| Line Item ID: 398-3-0009          |         |               |  |
|-----------------------------------|---------|---------------|--|
| Total Expenditures                | \$1,200 | Approved      |  |
| Budgeted Expenditures in SFY 2024 | \$0     | <u>Status</u> |  |
| Budgeted Expenditures in SFY 2023 | \$1,200 |               |  |
| Budgeted Expenditures in SFY 2022 | \$0     |               |  |
| Budgeted Expenditures in SFY 2021 | \$0     |               |  |

| Allocation Type                     |  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |  |
|-------------------------------------|--|--|--|--|
| Direct Allocation                   | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |  |
| Account Name                        | Account Number   | Account Number   |  |  |
| Supplies Technology Related - ESSER | 07E1000650000000   |  |  |  |
| Function Code                       | Object Code  | Allowable Use  |  |  |
| 1000 - Instruction                  | 650 - Supplies-Technology Related                                    | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students. |  |  |

Microscope with Microscope Camera - In my classroom, we have traditional microscopes. It takes a real knack to learn how to use them. When we have labs that require microscope use, I find myself going from table to table to "help". Unfortunately, only one person can see through it at a time. "Helping" becomes doing it for a student. The beauty of the digital system is that I can project what I can find of the exact slides that the students will look at through an overhead or to their chromebooks. They will be able to see the methods that I use as a group and see what they should each be looking for individually. Both the microscope and the digital imager will be very useful teaching tools. And if needed, images can be sent or stored for students in real time or saved for later. Images could even be printed. With the pandemic, students lost the opportunity to use the microscopes and the techniques that are essential for that sort of investigation. This provides a way to bridge that learning gap more effectively than the old style microscopes that we currently use.

| Budgeted Expenditures in SFY 2021 | \$0   |               |
|-----------------------------------|-------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0   |               |
| Budgeted Expenditures in SFY 2023 | \$500 |               |
| Budgeted Expenditures in SFY 2024 | \$0   | <u>Status</u> |
| Total Expenditures                | \$500 | Approved      |
| Line Item Comment from KSDE       |       |               |
|                                   |       |               |
| Line Item ID: 398-3-0010          |       |               |

| Direct Allocation  | NO - this item is not marked for Learn   | ing Loss Set Aside Expenditure   |
|--|--|--|
| Account Name   | Account Number   |  |
|  |  |  |
| Building Admin Technology - ESSER  | 46E2400650000000   |  |
| Function Code  | Object Code  | Allowable Use  |
| 2400 - Support Services (School<br>Administration)   | 650 - Supplies-Technology Related  | 8 - Planning for and coordinating<br>during long-term closures, including on<br>how to provide meals, technology for<br>online learning, guidance for carrying<br>out IDEA requirements, and providing<br>educational services consistent with |
| •  | in the account and how they will addre   | applicable requirements.<br>ss a COVID-19 need   |
| This is a computer for our Elementary Pr<br>planning for online learning, online mee   | incipal to allow him to have more flexibili<br>tings and other related administrative ser  | applicable requirements.<br><b>ss a COVID-19 need</b><br>ty and mobility when preparing and  |
| This is a computer for our Elementary Pr<br>planning for online learning, online mee<br>recourses necessary to address the needs   | incipal to allow him to have more flexibili<br>tings and other related administrative ser  | applicable requirements.<br><b>ss a COVID-19 need</b><br>ty and mobility when preparing and  |
| This is a computer for our Elementary Pr<br>planning for online learning, online mee<br>recourses necessary to address the needs<br><b>Budgeted Expenditures in SFY 2021</b>   | incipal to allow him to have more flexibili<br>tings and other related administrative ser<br>s of their individual schools.  | applicable requirements.<br><b>ss a COVID-19 need</b><br>ty and mobility when preparing and  |
| This is a computer for our Elementary Pr   | incipal to allow him to have more flexibili<br>tings and other related administrative ser<br>s of their individual schools.<br>\$0                                 | applicable requirements.<br><b>ss a COVID-19 need</b><br>ty and mobility when preparing and  |
| This is a computer for our Elementary Pr<br>planning for online learning, online mee<br>recourses necessary to address the needs<br><b>Budgeted Expenditures in SFY 2021</b><br><b>Budgeted Expenditures in SFY 2022</b>   | incipal to allow him to have more flexibili<br>tings and other related administrative ser<br>s of their individual schools.<br>\$0<br>\$0                          | applicable requirements.<br>ss a COVID-19 need   |
| This is a computer for our Elementary Pr<br>planning for online learning, online mee<br>recourses necessary to address the needs<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | incipal to allow him to have more flexibili<br>tings and other related administrative ser<br>s of their individual schools.<br>\$0<br>\$0<br>\$500                 | applicable requirements.<br><b>ss a COVID-19 need</b><br>ty and mobility when preparing and<br>vices. This helps provide principals with the   |
| This is a computer for our Elementary Pr<br>planning for online learning, online mee<br>recourses necessary to address the needs<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | incipal to allow him to have more flexibili<br>tings and other related administrative ser<br>s of their individual schools.<br>\$0<br>\$0<br>\$500<br>\$500<br>\$0 | applicable requirements.<br>ss a COVID-19 need<br>ty and mobility when preparing and<br>vices. This helps provide principals with the<br>Status  |

| Allocation Type<br>Direct Allocation   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
|--|---|--|
| <u>Account Name</u><br>Supplies Technology Related - ESSER<br><b>Function Code</b> | Account Number<br>07E1000650000000<br>Object Code   | Allowable Use  |
| 1000 - Instruction   | 650 - Supplies-Technology Related   | 8 - Planning for and coordinating<br>during long-term closures, including on<br>how to provide meals, technology for<br>online learning, guidance for carrying<br>out IDEA requirements, and providing<br>educational services consistent with<br>applicable requirements. |

10 teacher laptops @ \$850.00 per laptop. One of the challenges is keeping up with technology. In purchasing new laptops and rotating out the old laptops we can provide our teaching staff with the latest technology so they are better prepared to work with students who may be absent when the are in quarantine or or absent for an extended time for other illnesses. With new laptops, we can also download and support the newer software that older laptops are not equipped for, helping both students and teachers with an advantage to help students. Purchasing educational technology (including hardware, software, and connectivity) for teachers who are serving the local educational agency aids in regular and substantive educational interaction between students and their classroom instructors.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$0     |
| Budgeted Expenditures in SFY 2023 | \$8,500 |
| Budgeted Expenditures in SFY 2024 | \$0     |
| Total Expenditures                | \$8,500 |

| <u>Status</u> |  |
|---------------|--|
| Approved      |  |

# Line Item Comment from KSDE

New Line Item

Line Item ID: 398-3-0012

| <u>Allocation Type</u>                              | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
|---|---|---|--|
| Direct Allocation                                   | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |  |
| Account Name<br>Supplies Technology Related - ESSER | Account Number<br>07E1000650000000                                    |   |  |
| Function Code                                       | <b>Object Code</b>  | Allowable Use   |  |
| 1000 - Instruction                                  | 650 - Supplies-Technology Related                                     | 9 - Purchasing educational technology                                       |  |
|   | 050 - Supplies-reclinology Related                                    | (including hardware, software, and<br>connectivity) for the LEA's students. |  |

1 No-Touch TV for presentations. This will provide teachers and students a way to have more efficient way to present information to students. This allows teachers to make presentations and students to view the information. Purchasing educational technology (including hardware, software, and connectivity) for students and teacher who are part of the local educational agency that aids in regular and substantive educational interaction between and their classroom instructors. We continue to update the technology available to teachers to remain connected with students and help aid in learning both at school and if for any reason they were quarantined at home and/or on remote status.

| 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     | <u>Status</u> |
| Total Expenditures                | \$1,300 | Approved      |
|                                   |         |               |
| Line Item Comment from KSDE       |         |               |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |  |
|--|---|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |  |
| <u>Account Name</u><br>Supplies Technology Related - ESSER | Account Number<br>07E1000650000000                                    |  |  |  |
| Function Code  | Object Code   | Allowable Use  |  |  |
| 1000 - Instruction   | 650 - Supplies-Technology Related                                     | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students. |  |  |

4 TV Carts @ \$400.00 - This will provide teachers and students a way to move equipment to areas that need the technology housed on the carts. The carts will allow for mobility for both students and teachers. This allows teachers to make presentations and students to view the information. Purchasing educational technology (including hardware, software, and connectivity) for students and teacher who are part of the local educational agency that aids in regular and substantive educational interaction between and their classroom instructors. We continue to update the technology available to teachers to remain connected with students and help aid in learning both at school and if for any reason they were quarantined at home and/or on remote status.

| Budgeted Expenditures in SFY 2021         | \$0     |               |
|---|---------|---------------|
| Budgeted Expenditures in SFY 2022         | \$0     |               |
| Budgeted Expenditures in SFY 2023         | \$1,600 |               |
| Budgeted Expenditures in SFY 2024         | \$0     | <u>Status</u> |
| Total Expenditures                        | \$1,600 | Approved      |
| Line Item Comment from KSDE New Line Item |         |               |

# **ESSER III APPLICATION FOR D0403**

#### **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 |

| District            | Address                             | Mail Address                     |
|---------------------|-------------------------------------|----------------------------------|
| Otis-Bison          | 301 W. Eagle Street, Otis, KS 67565 | P.O. Box 227, Otis, KS 675650227 |
|                     |                                     |                                  |
| Superintendent Name | Superintendent E-mail Address       | Superintendent Phone Number      |

# **Authorized Representative of the District Information**

| <u>Name</u>                            | Position of Title | E-mail Address                                   | Phone Number   |  |
|--|-------------------|--|----------------|--|
| Brent Kaempfe                          | Superintendent    | kaempfeb@usd403.org                              | (785) 387-2201 |  |
| Other District Representative 1 - Name |                   | Other District Representative 1 - E-mail Address |                |  |
| Bonnie Smith                           |                   | smithb@usd403.org                                |                |  |
| Other District Representative          | <u>2 - Name</u>   | Other District Representative 2 - E-mail Address |                |  |

# **Plan for Safe Return**

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

https://www.usd403.org/\_files/ugd/7ac8f9\_396492d3fc674c6ea09dee1dd42098ae.pdf

# Use of Funds for CDC Guidance

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

During the pandemic, our district was able to maintain in-person learning full time when schools opened back up, with the exception of a 1-week period when our case load exceeded County Health recommendations. Fortunately, that period was just prior to a major holiday and it gave us an extended time to recover and return to in-person full time. We have had difficulty with staffing and individual student absenteeism for smaller periods of time. Daily attendance rates dropped by a little over 4 percent for long durations in 20-21 and 21-22. Staff absenteeism was 20 percent greater during the peak winter months of those years as well. Improved sanitation, ventilation, masking and spacing were all practiced mitigation during this time and ESSER I and II funds were used for these practices. These practices have continued on during the 22-23 school term and will likely be prevalent indefinitely. We currently have window unit air-conditioning in both of our buildings. Thus, the largest portion of the ESSER III funds will be used to begin replacement of those window units with CDC approved air quality VRF systems. We believe this to be a good first step to replacing old systems and improving air quality for inevitable outbreaks of COVID or other air-borne viruses. The board has completed strategic planning to continue replacing systems with other district funds after this first phase is complete.

# Stakeholder Engagement

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

# Students

To develop a comprehensive plan for the use of both ESSER II and III funds, USD 403 Board of Education has maintained a sustainable and academic oriented approach to using the funds to provide students and staff the tools to overcome learning loss. Because we are a small district we focused on using the funds to mitigate disease and infection through extra sanitation and air quality. We are also utilizing KDHE pandemic funds for testing. These practices have helped us keep kids and staff in school. For learning loss, the most substantial amount of both ESSER II and III funds are being used in reading instruction, mental health, after school programming and extended learning summer academies. We have engaged students for input in the following ways:

- Teacher classroom conversations with students
- Teacher one-on-one conversations with students who were struggling
- Student Advocate/Mental Health Liaison and At-Risk Coordinator interviews with struggling students and their parents
- Student Surveys. 9 students responded and participated in the survey.
- Conversation with student leaders of student organizations

These common themes emerged from this dialogue:

- Students want to be in school
- Students want school to be as normal as possible (no masks, no social distancing, all the usual activities)
- The district considered this stakeholder input, along with the following data:
- Student achievement data (KS Assessment, Local Assessments)
- Student grades
- Student rates of absenteeism
- Teacher observation of student behavior and coping difficulties

This input and data regarding students was used to draft our ESSER plan.

# Families

To develop a comprehensive plan for the use of both ESSER II and III funds, our district used a common-sense approach to engage with parents and families around the critical question: "What do you/your students need to be successful now and after the pandemic?" After implementation of the ESSER II portion of the plan, we were able to ask and listen for stakeholder feedback on current use of funds and how to use them moving forward. The following engagement methods were utilized to engage families:

- Site council meetings / Quarterly meetings
- Parent/Teacher conferences once each semester.
- Student Advocate, At-Risk Coordinator and Mental Health Liaison interviews with struggling students and their parents
- Title I parent survey given on October 21st.
- Individual parent comments shared with board members and educators in our small community while in private settings

These common themes emerged from this dialogue:

- Parents want their kids in school
- Parents do not like remote learning
- Many parents felt that masks and social distancing were causing their children to dislike school / disengage from school
- Want school to be as normal as possible again

• Extra help as soon as students are struggling – they like and are encouraged by the after-school tutoring, activities and Summer Academies

• Communication with them if students are struggling

# School and District Administrators including Special Education Administration

To develop a comprehensive plan for the use of both ESSER II and III funds, administrators met to discuss data and stakeholder response to the critical question: "What do you/your students need to be successful now and after the pandemic?" These same methods provided a feedback loop as the ESSER II portion of the plan was implemented and the ESSER III portion of the plan was finalized. Administration met in the following manner:

• Formal and informal meetings with USD 403 Administration, District Leadership Team and Special Education Administration

- Informal meetings in addition to formal meetings
- Phone calls and meetings with administrators from Barton County Special Education Coop, which serves the districts students with special needs

These common themes emerged from this dialogue:

• Additional staff is needed to monitor student progress to catch those who are struggling and provide "just-in-time" intervention / especially at the MS/HS level

- Over-burdened staff, and yet the need for increased parent communication and data-tracking for better intervention
- Number of student and staff absences how to reduce air-borne pathogens
- Need for updated HVAC to provide ventilation and filtration that meets CDC guidelines

• Concern for medically fragile students, students – as well as potential for new students who might move in with such needs The district considered this stakeholder input, along with the following data:

- Age and design of current HVAC system
- Increased staff and student absenteeism data
- Student achievement data

The above information was used to draft our ESSER plan.

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

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

To develop a comprehensive plan for the use of both ESSER II and III funds, our district engaged with teachers around the critical question: "What do you/your students need to be successful now and after the pandemic?" These same methods provided a feedback loop as the ESSER II portion of the plan was implemented and the ESSER III portion of the plan was finalized. The following engagement methods were utilized:

- Monthly faculty meetings
- Informal superintendent meetings with Teacher Association President

• Meetings with Otis-Bison Staff to discuss potential design of an HVAC system and impacts it would have to improve air quality and staff and student health

These common themes emerged from this dialogue:

• Common concerns teachers heard from their conversations from SIT meetings, P/T Conferences, and student conversations

• ESSER II supports are working, especially in relation to the additional staffing of a Reading Specialist – need to ensure students are assessing in a timely fashion

- Absenteeism concerns
- Teacher burnout

• Teacher satisfaction with district's response to the pandemic and plans to move forward with ESSER III plan for use of funds The district considered this stakeholder input, along with the following data:

- Attendance data
- Student achievement data
- \*. Staff surveys (24) responses to survey regarding ESSER III Plan

The above information was used to draft our ESSER plan. Through faculty meetings, the administration is in a state of constant review and refinement of plans to meet staff and student needs.

# Tribes

USD 403 has 2 students who identified as Native American at enrollment but they don't have connections to the tribe. These students are all from a single household. To develop a comprehensive plan for the use of both ESSER II and III funds, our district engaged these parents around the critical question: "What do you/your students need to be successful now and after the pandemic?"

- Phone call by Superintendent to parents on December 7th, 2022
- Additionally, these parents had the same opportunities described under "Families"

These common themes emerged from this dialogue:

- A healthy environment for their kids to learn in.
- Continued implementation, growth and sustainability of after school programs and summer academy
- The district considered this stakeholder input, along with the following data:
- Attendance and achievement data specific to these 2 Native American students

The above information was used to draft our ESSER plan. These parents also had the opportunity to participate in a survey regarding the ESSER III plan to ensure we had not missed any critical need before submitting the plan for approval from KSDE. (0) survey responses indicating they were from parents of Native American students were received back.

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

To develop a comprehensive plan for the use of both ESSER II and III funds, our district used a common-sense approach to engage with parents of students who are traditionally "under-served" around the critical question: "What do you/your students need to be successful now and after the pandemic?" Note, these would be students represented by Civil Rights Organizations and Disabilities groups in larger communities, although our community does not have any such organizations nearby. The following engagement methods were utilized:

- IEP meetings
- Parent/Teacher Conferences
- Student Advocate, At-Risk Coordinator and Mental Health Liaison interviews with struggling students and their parents
- Site Council (0 parent of minority students on site council)
- These common themes emerged from this dialogue:
- Concerns regarding health of students, especially those with underlying health conditions
- Need to keep students in school
- Desire to perform on grade level
- The district considered this stakeholder input, along with the following data:
- Achievement data of minority and students with disabilities
- Absenteeism data from minority and students with disabilities

The above information was used to draft our ESSER plan. Additional feedback continued to be gathered to refine the ESSER III portion of the plan and a survey regarding the ESSER III plan was given to stakeholders to ensure we had not missed any critical need before submitting the plan for approval from KSDE. 14 survey responses indicating they were from respondents with students with special needs were received back.

Additionally, we reached out to the following civil rights organizations in our state/region to seek feedback on our planned supports listed below and requesting additional suggestions to best meet the needs of students as it relates to their civil rights:

ACLU of Kansas

While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit all populations of our students:

- \* Reading Specialist and Intervention staff.
- \* Updated Reading and Math Curriculum, including text and digital supports
- \* Student Advocate and Mental Health Liaison to support students and parents

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

To develop a comprehensive plan for the use of both ESSER II and III funds, our district used a common-sense approach to engage with the groups above (if such students are enrolled in our district) around the critical question: "What do you/your students need to be successful now and after the pandemic?"

Note that USD 403 for the 2021-22 school year did not have any ESL students. In 22-23 (5) students identified as ESL, (1)homeless, (1) Foster Care and (2) migrant. Input regarding students with disabilities was explained in question f above. Input was obtained in the following manner to represent their interests:

• Phone call by the Superintendent to parents on 12-6-22.

• Additionally, these parents had the same opportunities described under "Families"

These common themes emerged from this dialogue:

- Safe and Healthy Schools
- Extra academic and social emotional supports

The district considered this stakeholder input, along with the following data:

• Attendance and achievement data specific to these 2 foster students

The above information was used to draft our ESSER plan. These parents also had the opportunity to participate in a survey regarding the ESSER III plan to ensure we had not missed any critical need before submitting the plan for approval from KSDE. (1) survey responses indicating they were from foster families or children with disabilities were received back. (1) Response from student identified as homeless was received.

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

To develop a comprehensive plan for the use of both ESSER II and III funds, our district used traditional methods to communicate and interact with patrons in the community regarding their perception of student needs for inclusion in our ESSER plan. That outreach included the following:

- Conversations with County and State Health Officials / area medical providers and district nurses
- Board member interaction with members of the business community and community at-large

• Regular monthly board meetings - The administration and board of education discussed public input received to-date and information it provided regarding student needs as we devised our ESSER III plans. Our response to the pandemic was the topic of multiple board of education meetings. The board of education meets monthly and ESSER plans were shared with the board and public at the 12-12-22 meeting, as well as during strategic planning and multiple other board meetings during open session. Feedback received was favorable. The district will continue to monitor the needs of our students as the pandemic continues to evolve and will submit changes to our plans as necessary to meet the needs of our students. These common themes emerged from this dialogue:

- Impact of air quality on disease transmission and student/staff health
- Mental health strains on students and families caused by pandemic
- Need to keep students in school and academic recovery due to learning loss

The above information was used to draft our ESSER plan. The ESSER II and III plans were communicated to parents as school began and feedback was positive. Additional feedback continued to be gathered to refine the ESSER III portion of the plan and a survey link regarding the ESSER III plan was placed on the district web page to ensure we had not missed any critical need before submitting the plan for approval from KSDE.

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

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

After students returned to school in August 2020, assessment results showed learning loss caused by the COVID disruption in spring 2020. Graduation rates were not affected. State assessment comparisons for all grade levels and all assessment areas. 2021: Level 1-2.94%, Level 2-55.88%, Level 3-23.52%, Level 4-17.64%. 2022 comparable scores: Level 1-16.21, Level 2-29.72, Level 3-35.13, Level 4-18.91. ACT average composite scores increased slightly, but remain below state and national averages.

COVID-19 has caused increased absenteeism in the district, most notably at the HS/MS. The HS/MS ADA was down about 3.5 percent in 21-22. Staff absences due to illness increased, especially over the winter months. Overall, approximately 15 percent more staff absences due to illness. This includes all certified and classified staff.

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

To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to partially fund (2) positions to ensure that all students receive individualized monitoring of their academic, social, and emotional needs and timely intervention through the appropriate research-based programs.

- 1. PreK-5 Reading Specialist and Intervention Coach
- 2. PreK-12 Student Advocate and Mental Health Liaison

3. Evidence-Based Programs to be utilized as part of this plan include the following (programs and assessments are being paid through non-ESSER funds)

- Fastbridge and New Houghton Mifflin Curriculum.
- Support and Collaboration with High Plains Mental Health
- \*. Using Kansas Enrichment Network guidance to build and sustain after school and extended learning programs

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

After the 20% set-aside has been spent as described above, the remaining funds will be spend on the air quality improvement project for Otis-Bison Elementary located in Otis, KS. The funds will purchase a VRF(Variable Refrigerant Flow) heating and cooling system for Phase (1) of a (9) Phase Project. It is a Trane/Mitsubishi system using multiple 36,000 BTU/H Hyper-Heating Universal Outdoor Units. This system will meet or exceed all CDC air quality recommendations. Current heating and cooling is through boiler/fans and window AC units.

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

The USD 403 Board of Education, Administration and staff will monitor student data to ensure that the interventions are being successful. Data used for formative and summative evaluation will include KS assessments, ACT, Work Keys & FastBridge, as well as KCTC attendance and discipline data.

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$509,412                | \$0                | \$509,412               | ESSER III Allocations | \$101,883   |
| Approved Total        | \$109,412                | \$0                | \$109,412               | Approved Total        | \$109,412   |
| Amount Left           | \$400,000                | \$0                | \$400,000               | Amount Still Needed   | \$0         |
| In Review Total       | \$400,000                | \$0                | \$400,000               | In Review Total       | \$0         |
| Amount Left           | \$0                      | \$0                | \$0                     | Amount Still Needed   | \$0         |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 403-3-0001 | Direct             | False            | 2600             | 453            | 14               | \$400,000          | Task Force Review |
| 403-3-0003 | Direct             | True             | 1000             | 115            | 12               | \$31,883           | Approved          |
| 403-3-0004 | Direct             | True             | 1000             | 120            | 11B              | \$7,529            | Approved          |
| 403-3-0005 | Direct             | True             | 1000             | 110            | 12               | \$70,000           | Approved          |

# **Line Item Details**

| Line Item ID: 403-3-0001   |  |   |  |
|--|--|---|--|
| Allocation Type  | Is this Item for the 20% Minimuim L                                  | earning Loss Set Aside Expenditure  |  |
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure |   |  |
| Account Name   | Account Number   |   |  |
| ESSER III HVAC   | 85-2600-453-00   |   |  |
| Function Code  | Object Code  | Allowable Use   |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 453 - Heating and Cooling System Services                            | 14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air |  |

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

These HVAC upgrades will begin the process of creating better air-quality for our students and staff. Especially during such times as COVID, Influenza and RSV outbreaks.

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$0       |
| Budgeted Expenditures in SFY 2023 | \$400,000 |
| Budgeted Expenditures in SFY 2024 | \$0       |
| Total Expenditures                | \$400,000 |

| <u>Status</u>     |  |
|-------------------|--|
| Task Force Review |  |

quality in school facilities.

| ١i | ne Item | ID: 403-3-0003 |  |
|----|---------|----------------|--|

Line Item Comment from KSDE Allowable if meets CDC guidelines.

# Allocation TypeIs this Item for the 20% Minimuim Learning Loss Set Aside ExpenditureDirect AllocationYES - this item is marked for Learning Loss Set Aside Expenditure

# Account Name

ESSER III ES After School / Summer Academy

# Account Number

86-1000-117-04

| Function Code      | Object Code  | Allowable Use   |
|--------------------|--|---|
| 1000 - Instruction | 115 - Temporary Certified Substitutes'<br>Salaries for Certified Staff | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

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

Funds to continue what has been a very well received after school program with academic support, academic and social emotional activities as well as increased parent involvement. We currently run this program in four or five week increments each quarter. We have after school tutoring 2 days per week from 3:30 to 5:15P.M.. We have educational activities that vary, depending on the quarter, but typically 2 or 3 days per week from 3:30 to 5:15 P.M.. The majority of the funds will be used for salaries for certified staff. We will also use some of the money for supplies and curriculum. Ex. STEM Activities, Robotics Programs, Art Supplies, Music books for piano and guitar lessons, etc...

| Budgeted Expenditures in SFY 2021  | \$0      |               |  |  |  |
|--|----------|---------------|--|--|--|
| Budgeted Expenditures in SFY 2022  | \$0      |               |  |  |  |
| Budgeted Expenditures in SFY 2023  | \$31,883 |               |  |  |  |
| Budgeted Expenditures in SFY 2024  | \$0      | <u>Status</u> |  |  |  |
| Total Expenditures   | \$31,883 | Approved      |  |  |  |
| Line Item Comment from KSDE<br>Per phone call: \$25,506.50 will be used for teacher salaries and rest will be used for supplies. |          |               |  |  |  |
| r er priorie call. \$25,500.50 will be used for te   |          |               |  |  |  |

Line Item ID: 403-3-0004

| irect Allocation   | YES - this item is marked for Learning  | g Loss Set Aside Expenditure  |  |  |  |
|--|---|---|--|--|--|
| 0  |   |   |  |  |  |
| Account Name   | Account Number  |   |  |  |  |
| ESSER III Classified After School  | 86-1000-120-00  | 88-1000-120-00  |  |  |  |
| Function Code  | Object Code   | Allowable Use   |  |  |  |
| 1000 - Instruction   | 120 - Regular Non-Certified Salaries  | 11B - Planning and implementing supplemental after-school programs. |  |  |  |
| Please describe the expenditures within  | n the account and how they will addr  | ess a COVID-19 need   |  |  |  |
| Classified Salaries for After School Progra<br>quarter. We have after school tutoring 2<br>depending on the quarter, but typically 2 | days per week from 3:30 to 5:15P.M V<br>or 3 days per week from 3:30 to 5:15 P. | Ve have educational activities that vary,                           |  |  |  |
| Budgeted Expenditures in SFY 2021  | \$0   |   |  |  |  |
| Budgeted Expenditures in SFY 2022  | \$0   |   |  |  |  |
| Budgeted Expenditures in SFY 2023  | \$0   |   |  |  |  |
| Budgeted Expenditures in SFY 2024  | \$7,529   | <u>Status</u>   |  |  |  |
| Total Expenditures   | \$7,529   | Approved  |  |  |  |
|  |   |   |  |  |  |
| ne Item ID: 403-3-0005   |   |   |  |  |  |
| Allocation Type  | Is this Item for the 20% Minimuim   | Learning Loss Set Aside Expenditure                                 |  |  |  |
| Direct Allocation  | YES - this item is marked for Learning  | g Loss Set Aside Expenditure  |  |  |  |
| Account Name   | Account Number  |   |  |  |  |
| Certified Salary With KPERS  | 86-1000-111-00  |   |  |  |  |
| Function Code  | Object Code   | Allowable Use   |  |  |  |
| 1000 - Instruction   | 110 - Regular Certified Salaries  | 12 - Addressing learning loss among                                 |  |  |  |
|  |   | students, including vulnerable populations.                         |  |  |  |
|  | a the account and how they will addr  | ess a COVID-19 need   |  |  |  |
| Please describe the expenditures within  | I LIE ACCOUITE AND NOW LIEV WIII AUDI   |   |  |  |  |

| 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 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

# Line Item Comment from KSDE

As per district: This is a reaction to the reading regression caused by school closure.

# **ESSER III APPLICATION FOR D0411**

#### **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**

| District            | Address                        | Mail Address                 |
|---------------------|--------------------------------|------------------------------|
| Goessel             | 500 E. Main, GOESSEL, KS 67053 | PO Box 68, Goessel, KS 67053 |
| Superintendent Name | Superintendent E-mail Address  | Superintendent Phone Number  |
| Mark Crawford       | crawfordm@usd411.org           | (620) 367-4601               |

# **Authorized Representative of the District Information**

| <u>Name</u>         | Position of Title                      | E-mail Address          | Phone Number   |
|---------------------|--|-------------------------|----------------|
| Mark Kevin Crawford | elementary<br>principal/superintendent | markkcrawford@gmail.com | (620) 428-5441 |

# Plan for Safe Return

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

https://www.usd411.org/vnews/display.v/ART/638f5ec07860a

# **Use of Funds for CDC Guidance**

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

We want to use ESSER 3 funds in part to continue funding the salary for our district school nurse. This position was not in existence prior to COVID. The school year of 2020-21 was Nurse Libby's first year at USD 411. This position now is essential even as we hope to put the pandemic behind us. Nurse Libby Schrag works with the USD 411 Admin Team and the Board of Education to ensure we have up to date health policies, immunization guidelines, and an efficient "test to know" program in each attendance center.

# **Stakeholder Engagement**

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

# Students

The strength of a small district is a highly personalized experience. While we do not have robust department-level resources for each KSDE areas of mandatory reporting, the administration and staff of Goessel Schools is highly connected with all our students. We know them individually, we know their stories and we make time to listen and support them.

This past summer (July 2022) I filmed an ESSER 3 information video that all USD 411 students had access to. I encouraged secondary students to take our ESSER 3 stakeholder survey that was posted on our district web-site in late July 2022. The video informed all stakeholders about the survey. The response rate on the summer 2022 survey that also went to students was minimal. I believe 2-3 students participated. Their responses were not differentiated in the survey.

I met with both the GJH and GHS Student Council in December of 2022. The purpose of this time was to listen to their thoughts on topics such as "learning loss," validity of state assessment scores, levels of student support by building, and other topics. Since we are a small district of 300 students, I know most all the students by name. When I met with the students in person they talked about the lack of academic supports once students leave the elementary. Beginning in 6th grade (Jr. High) they felt there were no extra, Title One like supports during the school day. This was a clear theme shared by all stakeholders in our survey. Due to this qualitative data and our desire to meet this student need, our KESA District Team has developed plans in this area for a 6th - 8th grade. Several Board of Education motions will be voted on at our April 17, 2023 BOE meeting. These motions include additional interventionist positions/shifts in personnel for 2023-24. We are also planning shifting the job description of our Title One coordinator to include duties as a K-8 Intervention Coordinator position. Our KESA Team and BOE like the idea of a follow-up survey to these same ESSER 3 questions from the summer of 2022. Considering these student voices is vital as we consider our annual "building needs assessment" for budget considerations.

Finally, I eat lunch several times a month with different Junior High Students in their lunchroom. This is a highlight of my Wednesday schedule. The purpose of this informal time is to connect with different students. It is not an intentional time to discussion curriculum and instruction; however, sometimes those conversations come up as we talk about their grades, their plan of study, future careers, etc.

#### Families

Both of our attendance centers have Site Councils that meet annually. As an elementary principal, I also meet with my PTO quarterly. These groups have discussed many of the "redesign," ideas that our District KESA team is putting forward in regards to ESSER 3 and At-Risk funding to address "learning loss." Our parents interact a lot with Nurse Libby and they see her position as vital to our smooth and effective school operations. A total of 21 parents participated in our ESSER 3 anonymous survey.

# School and District Administrators including Special Education Administration

My USD 411 administrative team is made up of my JH/HS principal, Scott Boden and my K-12 counselor, Janna Duerksen. We are a small but powerful team. Our expanded admin team includes Nurse Libby and my finance manager/BOE clerk, Joni Smith. We have used our ESSER funds in a MOU/partnership with Prairie View Behavioral Services. The therapists and case managers from Prairie View collaborate weekly with our Special Education social workers. Our USD admin team decided to join Greenbush this school year (\$7,000 membership) to access their SEL/behavioral expertise. I am very active in writing behavior plans with students PreK-5th grade who are struggling with Social Emotional Growth and Behaviors. The expertise and collegial teamwork from all these individual has been powerful. In 30 plus years of being in public education, I've never been at a district where an outside mental health partnership was such a significant component. It dovetails with Special Education and each building-level SIT/General Education Intervention (GEI) Team to foster student success.

The most challenging and unique pandemic hurdles we have faced have been executive function (EF) deficits in children. These EF deficits manifest themselves in trauma/dysregulated behaviors. These children need personalized interventions to empower and build a growth mindset and be willing to approach significant academic challenges. Unfortunately, student meltdowns and struggles with the normal transitions and daily disappointments are very common in certain students. In some kids we see working memory issues, and they struggle to engage with any academic task. Without the ongoing support of Special Education, Prairie View, administration, and our SIT/GEI problem solving teams, we could not reach some kids with our academic programs and grade level rigor. When a kid regularly experiences fight/flight/freeze behaviors, academics have to initially take a back seat. We have had some real success stories with this "whole child," diverse partnership approach. We would love to share those stories. In the small town of Goessel, some families have had traumatic experiences and our collaborative approach is successfully getting these kids back into a healthy state of normal development. Without this money however, this approach is not sustainable.

Dr. Bob Diepenbrock is the new interim director for our Special Education Cooperative, MCSEC. He is doing an excellent job in his new role. I spoke with Bob and Jeremy Gooch in the summer of 2022 about how we could possibly access some MCSEC TIPS grant funding to supplement the cost of needed training and consultation. They could not help us but I did get USD 411 Board approval to join a second service center to access the Greenbush consortium and their behavioral consultant and GEI/Child Find improvement services. For USD 411 to have to fund the base cost of \$7,000 to join Greenbush is frustrating. Our MCSEC assessment (I.e. - annual cost) has been increasing by 11% for the last two school years. During an August 2022, MCSEC superintendent's meeting, one of our discussion items was ESSER 3 funding. During this discussion, Dr. Bob gave us little to no guidance as to how districts could help the identified special education students. I shared with the group the Goessel plan to improve our Student Improvement/GEI team. This is the problem solving team that helps students find success in either academics and/or behaviorally.

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

This is my second year as elementary principal/superintendent of schools. We are a tight knit and small school district. Like most small districts, we are change averse. The "redesign" components that our KESA District Team is helping me facilitate has been significant. Last year, this KESA team came together to successfully lead us through Year 5 of the KESA Accreditation process. Since last spring, we have continued to meet regularly to address areas of relative weaknesses within our district. The additional ESSER and At-risk funding we have is a spring board to gain the support we need to make some lasting changes at USD 411. We are at a critical juncture as this is not an easy task. I am engaged in the middle of this important work each and every day at school. I love an empowered and collaborative team process. All of the USD 411 certified staff are inextricably linked and engaged in this journey. Our Meet and Confer team is a key partner in this process.

All our employees care deeply about Goessel Schools. Their default many times is to protect tradition and the status quo. Due to this "change averse" nature of our school employees, I've leaned very heavily on our KESA Team to drive the needed shifts. We have also embraced aspects of HB 2567 as a legislative spotlight on areas where USD 411 needs to align with evidence and research based practices. I cannot even begin to talk about all the emails, the numerous conversations about needed shifts in 3-4 certified district positions. The ripple affects and unknowns make people nervous. Our Meet and Confer team has been a supporter of this work. I have meet with them twice this semester.

To this end, I have also met with our "Meet and Confer," cadre of teachers. They are our certified group of negotiators. They are the closest thing we have to a teacher's union. They are in full support of the processes we are mapping out for Goessel Schools.

We have found the classified staff to be the most "anxious" group in regard to district improvement and "redesign." I have begun a monthly Wednesday after school "Tea Time" to meet with them in my building. The informal nature of these meetings provides a kind of Q and A discussion time.

From the results of the summer 2022 survey: survey prompt - Please check all that you would like considered (ESSER 3 money)

Additional personnel & staff support for academic interventions (28 or 70%) Expand social & emotional learning and mental health services (22 or 55%) Additional behavioral supports & interventions (20 or 50%) After school tutoring programs (20 or 50%) Offer more teacher prof. development to support teacher growth (17 or 42.5%) Summer learning programs (14 or 35%)

# Tribes

Our Admin Team and Board of Education has helped me identify Native Americans within our district. No tribes have been identified. However, I am happy to report we have one elementary student who is a proud member of the Blackfoot Nation, native to Montana. He does not live with his biological parents. His adoptive father is very active on one of our district advisor groups; therefore, this new family unit is very aware of how these ESSER monies intend to be spent and they are supportive. This young student with Blackfoot roots will experience an enhanced trajectory in life as these monies will serve his academic and social emotional needs.

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

In December 2022, I contacted the ACLU office out of Wichita. I also sent them an email.

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

Our district partners with some significant organizations all who share our vision for student success. These organizations include DCF, Parents as Teachers, our local law enforcement, area churches, and FACT. FACT is a Marion County based group, Families and Communities Together. They provide support for families in poverty, drug education and various community resources.

Children with Disabilities: The only responses here have been in person. One family who has a Down's Syndrome student is an advocate of ensuring their child would continue to be mainstreamed in upper grades.

English Language Learners: We have very few ELL families. One particular family though did share a desire for more translation opportunities. We struggle to have access to Spanish speaking translators. We try to avoid using older siblings from the family. Our responsiveness in this area is a partnership with a Mexican-American college student whom we pay to join us for some parent/teacher conferences. This has been a success in several sessions this school year.

Homelessness: In the past few years, we have no children facing homelessness.

Foster Care: As elementary principal, I work directly with a family who takes on foster students. In early December, we got word we would be getting three new students from a emergency placement. The children were rescued out of a meth home and placed in a Goessel foster home just days before Christmas. As a district representative, I contacted the sending elementary school counselor and purchased gifts for each child. I was able to deliver them to the home and meet the children on December 24th. This was simply a way to build a connection with the new students and also the family. This is a family who biological children were home school children and they had no contact with our district. This is the only current foster family at USD 411.

Migratory students and incarcerated students: We currently have no migratory and/or incarcerated students at USD 411.

Underserved students: Our district nurse, Nurse Libby and both my JH/HS principal and both reach out to families

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

My July 2022 Facebook video had a significant reach within our community. In this video I identified the amount of ESSER 3 monies, how we have used these monies in the past and I invited them to participate in a survey. The survey located on our district website had just over 40 respondents. The results of the survey were made public this fall. Our KESA team and each faculty discussed the survey results as did our Board of Education.

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

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population. More students are coming to us that are not Kindergarten ready, despite the fact we have greatly expanded our Pre-school program and our families are traditionally strong and well connected to the community. We currently have just over 70 students total who qualify for "free" lunches. We identify our "at-risk" population using a number of screeners. This includes AIMSweb academic screeners (K-5th), NWEA/Maps screener (6th-12th), and KCTC surveys. Last year we also monitored Panorama survey data; however, we dropped Panorama this year for a pilot of Terrace Metrics.

The impact of COVID-19 has been multi-faceted in USD 411. Our reading scores as measured by the state assessments have declined 1st - 4th grade. Also, our math scores have dropped significantly 2nd-10th grade. The impact of our students living at or below the poverty line has been negatively affected the most. Our district's focus on being trauma-informed and our Resiliency trained team has worked hard to off-set the negative impact of the pandemic; however, some students have shown executive function challenges. This has manifested itself in more students Pre K - 4th grade with higher emotional regulation needs. More students have required behavior plans and daily one on one support. This has kept our admin team, counselor, social workers and Prairie View employees all busy. These collaborative efforts and daily/weekly personal contacts have been in place for up to 30 students out of an overall population of 315.

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

Our allotment of \$197,000 is earmarked for the following. Continue using this federal money to pay our district nurse salary, continue to pay the MOU with Prairie View mental health services. If that is approved for this school year and the 2023-24 school year, then we will have roughly \$61,000 left. We are shifting the job description of 3-4 employees and want to hire a minimum of two more academic interventionist. Our KESA District Team has been researching best practice implementation of a K-12 tiered, intervention program. This will be completely new at the JH/HS. The targeted interventions will become more robust and intentional K-5th grade. We want to hire a district interventionist to provide the data, the resources, the training and support for math and ELA interventionist at each building. We may add Fastbridge to help us quadrant sort for our tiered groups at the secondary level. We currently use AIMSweb K-5th grade as our screener and to quadrant sort ability groupings in math and reading.

One shift is to move one of our HS teachers to take on some of the counselor's work load related to CTE pathways and Individual Plans of Study. We have a strong CTE program for a 1A school; however, our sole counselor has an impossible work load. Our plan is to use the remaining ESSER monies for the new positions and/or evidence based programs that work directly with tier 2 and 3 "at-risk" students.

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

Will we honor all aspects of the ARP law.

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

Our Admin Team is highly aligned with the research and best practices of instructional pedagogy. Our staff is excited about a more robust system of tiered interventions for academic and SEL. We know what the literature says regarding the new dyslexia laws and guidance. We are familiar with all our sub-groups of our students. We know them and their families by name. Our interventions are going to be personalized and will lead to relevancy and rigor. We will continue to use our Early Release days for professional development that is timely, engaging and connected with evidence/research-based practices. Our KESA process includes SMART goals in all these areas.

We are partnering with ESSDACK, Greenbush, Prairie View, Marion County Special Education Cooperative and KSDE to honor all state and federal laws and guidance. The labels mentioned above, i.e. - homeless, migratory, low income, disabled, and/or students of color are important, yet, we are intentionally color blind. Our innovative vision empowers us to see each and every kid not by their federal or state label. We see them as future leaders. We are partnering with each family to assist these students to identify and chart their future by acquiring specific academic and real world skills. This partnership and vision empowers a trajectory for our students to be the next George Washington Carver, William Allen White, and/or Amelia Earhart. We believe that in this new redesigned USD 411 system, Kansans Can continue to lead the world.

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$197,955                | \$0                | \$197,955               | ESSER III Allocations | \$39,591    |
| Approved Total        | \$118,283                | \$0                | \$118,283               | Approved Total        | \$0         |
| Amount Left           | \$79,672                 | \$0                | \$79,672                | Amount Still Needed   | \$39,591    |
| In Review Total       | \$79,672                 | \$0                | \$79,672                | In Review Total       | \$79,672    |
| Amount Left           | \$0                      | \$0                | \$0                     | Amount Still Needed   | \$0         |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 411-3-0005 | Direct             | True             | 2100             | 110            | 12               | \$79,672           | Task Force Review |
| 411-3-0001 | Direct             | False            | 2120             | 300            | 10               | \$13,932           | Approved          |
| 411-3-0002 | Direct             | False            | 2120             | 120            | 2                | \$44,323           | Approved          |
| 411-3-0003 | Direct             | False            | 2120             | 300            | 10               | \$13,932           | Approved          |
| 411-3-0004 | Direct             | False            | 2120             | 120            | 2                | \$46,096           | Approved          |

# Line Item Details

Line Item ID: 411-3-0005

| <u>Allocation Type</u><br>Direct Allocation | <u>Is this Item for the 20% Minimuim</u><br>YES - this item is marked for Learning | <b>Learning Loss Set Aside Expenditure</b><br>Loss Set Aside Expenditure              |
|---|--|---|
| Account Name<br>Intervention Coordinator    | Account Number<br>41-2100-110  |   |
| Function Code                               | Object Code  | Allowable Use   |
| 2100 - Support Services (Students)          | 110 - Regular Certified Salaries   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

At the April 17, 2023 USD 411 BOE meeting, our Board approved a motion for a K-8 Intervention Coordinator. This position was a redesign of Mrs. Chrystiana Miller's schedule and duties. She will now oversee and support our interventionists/Title tutors. These interventionists will need coordinated support (a collegial data analysis process, ELA instructional strategies/specific interventions, curricular materials both reading and math, etc.) Chrystiana will also co-lead with Mr. Pauls in the area of math support at both buildings. Other personnel will be given various interventionist/tutoring schedules. A number of certified and classified staff will be shifted to help at designated times for MTSS like interventions in reading and math. They will need very specific schedules, guidance, and resource coordination. The individual students and small groups served will also flex each quarter as students gain skills and find success. In our KESA District Committee work, our research and testimonials from other districts, revealed how an Intervention Coordinator was the key piece to make these tiered and targeted supports successful.

| Budgeted Expenditures in SFY 2021 | \$O      |                   |
|-----------------------------------|----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0      |                   |
| Budgeted Expenditures in SFY 2023 | \$O      |                   |
| Budgeted Expenditures in SFY 2024 | \$79,672 | <u>Status</u>     |
| Total Expenditures                | \$79,672 | Task Force Review |
| Line Item Comment from KSDE       |          |                   |
|                                   |          |                   |

Line Item ID: 411-3-0001

| Allocation Type  | is this item for the 20% Minimulm i  | Learning Loss Set Aside Expenditure  |
|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
| Account Name   | Account Number   |  |
| 4452120300   | 4452120300   |  |
| Function Code  | Object Code  | Allowable Use  |
| 2120 - Guidance Services   | 300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES   | 10 - Providing mental health services and supports.  |
| Please describe the expenditures withi   | n the account and how they will addre  | ess a COVID-19 need  |
| Contracted with local mental health hosp<br>Covid. This cost will cover one month of<br>Prairieview. 2022-2023   |  | r students if needed due to the stress of<br>inical Therapist and a Case Manager throug  |
| Budgeted Expenditures in SFY 2021  | \$0  |  |
| Budgeted Expenditures in SFY 2022  | \$0  |  |
|  | \$13,932   |  |
| Budgeted Expenditures in SFY 2023  |  |  |
| 5  | \$0  | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 411-3-0002<br>Allocation Type   | \$13,932   | Approved   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 411-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$13,932<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learr<br>Account Number  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 411-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$13,932<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>4452120120  | Approved<br>Learning Loss Set Aside Expenditure<br>ning Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 411-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Function Code   | \$13,932<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>4452120120<br>Object Code   | Approved  Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 411-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Function Code   | \$13,932<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>4452120120  | Approved  Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  2 - Coordination of COVID-19  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 411-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Function Code<br>2120 - Guidance Services   | \$13,932<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>4452120120<br>Object Code<br>120 - Regular Non-Certified Salaries   | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         2 - Coordination of COVID-19         preparedness and response efforts.                             |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 411-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Function Code<br>2120 - Guidance Services<br>Please describe the expenditures withi   | \$13,932<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>4452120120<br>Object Code<br>120 - Regular Non-Certified Salaries<br>n the account and how they will addre  | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         2 - Coordination of COVID-19         preparedness and response efforts.         ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 411-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Function Code<br>2120 - Guidance Services<br>Please describe the expenditures withi   | \$13,932<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>4452120120<br>Object Code<br>120 - Regular Non-Certified Salaries<br>n the account and how they will addre  | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         2 - Coordination of COVID-19         preparedness and response efforts.         ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 411-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Function Code<br>2120 - Guidance Services<br>Please describe the expenditures withi<br>Nurse hired to help with illness and contri  | \$13,932<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>4452120120<br>Object Code<br>120 - Regular Non-Certified Salaries<br>n the account and how they will addre  | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         2 - Coordination of COVID-19         preparedness and response efforts.         ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Ine Item ID: 411-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Function Code<br>2120 - Guidance Services<br>Please describe the expenditures withi<br>Nurse hired to help with illness and control<br>Budgeted Expenditures in SFY 2021                                     | \$13,932<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learr<br>Account Number<br>4452120120<br>Object Code<br>120 - Regular Non-Certified Salaries<br>n the account and how they will addre<br>ract tracing in when we had Covid cases 2                       | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         2 - Coordination of COVID-19         preparedness and response efforts.         ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 411-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Function Code<br>2120 - Guidance Services   | \$13,932<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>4452120120<br>Object Code<br>120 - Regular Non-Certified Salaries<br>n the account and how they will addre<br>ract tracing in when we had Covid cases 2<br>\$0                | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         2 - Coordination of COVID-19         preparedness and response efforts.         ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Ine Item ID: 411-3-0002<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Function Code<br>2120 - Guidance Services<br>Please describe the expenditures withi<br>Nurse hired to help with illness and contri<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$13,932<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>4452120120<br>Object Code<br>120 - Regular Non-Certified Salaries<br>n the account and how they will addres<br>ract tracing in when we had Covid cases 2<br>\$0<br>\$0<br>\$0 | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         2 - Coordination of COVID-19         preparedness and response efforts.         ess a COVID-19 need |

| Allocation Type  | <u>Is this Item for the 20% Minimuim L</u>  | <u> </u>   |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for Learn  | ing Loss Set Aside Expenditure   |
| Account Name   | Account Number  |  |
| Professional Services  | 4452120300  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2120 - Guidance Services   | 300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES  | 10 - Providing mental health services and supports.  |
| Please describe the expenditures withi   | in the account and how they will addre  | ss a COVID-19 need   |
| •  | ital to provide additional support for our those services that include access to a Clin   | students if needed due to the stress of<br>nical Therapist and a Case Manager throug   |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |
| Budgeted Expenditures in SFY 2023  | \$0   |  |
| Budgeted Expenditures in SFY 2024  | \$13,932  | <u>Status</u>  |
|  |   |  |
| ne Item ID: 411-3-0004   | \$13,932  | Approved   |
| Total Expenditures<br>ine Item ID: 411-3-0004<br>Allocation Type   | Is this Item for the 20% Minimuim L   | earning Loss Set Aside Expenditure   |
| ine Item ID: 411-3-0004<br>Allocation Type<br>Direct Allocation  | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn   | earning Loss Set Aside Expenditure   |
| ine Item ID: 411-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name  | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number   | earning Loss Set Aside Expenditure   |
| ne Item ID: 411-3-0004<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u>   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn   | earning Loss Set Aside Expenditure   |
| ne Item ID: 411-3-0004<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>Professional Services  | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number   | earning Loss Set Aside Expenditure   |
| ine Item ID: 411-3-0004<br>Allocation Type<br>Direct Allocation  | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>4452120120   | earning Loss Set Aside Expenditure   |
| ne Item ID: 411-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Professional Services<br>Function Code<br>2120 - Guidance Services   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>4452120120<br>Object Code  | earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use<br>2 - Coordination of COVID-19<br>preparedness and response efforts.  |
| ne Item ID: 411-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Professional Services<br>Function Code<br>2120 - Guidance Services<br>Please describe the expenditures withi   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>4452120120<br>Object Code<br>120 - Regular Non-Certified Salaries  | earning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         2 - Coordination of COVID-19         preparedness and response efforts.         ss a COVID-19 need |
| ne Item ID: 411-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Professional Services<br>Function Code<br>2120 - Guidance Services<br>Please describe the expenditures withi<br>Nurse hired to help with illness and contr   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>4452120120<br>Object Code<br>120 - Regular Non-Certified Salaries  | earning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         2 - Coordination of COVID-19         preparedness and response efforts.         ss a COVID-19 need |
| ne Item ID: 411-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Professional Services<br>Function Code<br>2120 - Guidance Services<br>Please describe the expenditures withi<br>Nurse hired to help with illness and contr<br>Budgeted Expenditures in SFY 2021                                      | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>4452120120<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will addree<br>ract tracing in when we had Covid cases 2                      | earning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         2 - Coordination of COVID-19         preparedness and response efforts.         ss a COVID-19 need |
| ne Item ID: 411-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Professional Services<br>Function Code<br>2120 - Guidance Services<br>Please describe the expenditures withi<br>Nurse hired to help with illness and contr<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>4452120120<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>ract tracing in when we had Covid cases 2<br>\$0              | earning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         2 - Coordination of COVID-19         preparedness and response efforts.         ss a COVID-19 need |
| ine Item ID: 411-3-0004<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Professional Services<br>Function Code<br>2120 - Guidance Services<br>Please describe the expenditures withi  | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>4452120120<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will addree<br>ract tracing in when we had Covid cases 2<br>\$0<br>\$0<br>\$0 | earning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         2 - Coordination of COVID-19         preparedness and response efforts.         ss a COVID-19 need |

## **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>                         | Mail Address                         |
|---------------------|--|--------------------------------------|
| Dodge City          | 2112 N First Ave, Dodge City, KS 67801 | PO Box 460, Dodge City, KS 678010460 |
|                     |  |                                      |
| Superintendent Name | Superintendent E-mail Address          | Superintendent Phone Number          |

## **Authorized Representative of the District Information**

| <u>Name</u>                   | Position of Title                     | <u>E-mail Address</u>                            | <u>Phone Number</u> |
|-------------------------------|---------------------------------------|--|---------------------|
| Simeon Russell                | Exe. Director of Business and Finance | russell.simeon@usd443.org                        | (620) 371-1013      |
| Other District Representative | <u>1 - Name</u>                       | Other District Representative                    | 1 - E-mail Address  |
| Barbara Norton                |                                       | norton.barbara@usd443.org                        |                     |
| Other District Representative | <u>2 - Name</u>                       | Other District Representative 2 - E-mail Address |                     |

## **Plan for Safe Return**

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

https://www.usd443.org/572354\_3

## **Use of Funds for CDC Guidance**

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

Dodge City USD 443 will continue to follow CDC Guidance for COVID and minimize the spread. We will continue to utilize the PPE supplies and protocols as the guidance demands and continue some of the classroom/lunchroom practices that were implemented. The district COVID Operations Plan is posted on the USD 443 website for staff, community and parents to view and is updated as needs arise. The COVID Operations Plan will be paused on our website as of June 1 and based on community/district needs it will be opened back up as needed. Resources for staff, parents and families are still available. We believe the best way to address learning loss and to close the achievement gap for our students in literacy is to be in school face to face and to invest in the knowledge and applications of effective instructional practices of our staff.

## **Stakeholder Engagement**

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

## Students

In developing our ESSER III plan, we created and submitted a survey that went out to students and student Council Representatives from our secondary schools to determine their highest levels of need for pandemic related instruction and support. Administration discussed with these groups what they felt were the most serious needs and the feedback we received showed the following information due to the pandemic and loss of learning. On the survey ranking from very important to not important 67% ranked additional support staff to support learning in the classroom as very important, 78% ranked needing additional personnel for behavior issues as very important and 71% ranked we needed additional instructional materials as very important

With the ESSER III funds, USD 443 will add the following staff to support learning in the classroom and provide additional support staff. As we move forward to the 22-23 school year, our district is implementing five new positions. We will hire three new Instructional Coaches at the secondary levels to help with classroom curriculum, modeling and academic support. One new ESOL Instructional Coach to give additional support for instruction and ESOL academic intervention. Lastly, one Academic Interventionist/Professional Development Coordinator who will work closely with all instructional coaches and the Deputy Superintendent for Curriculum and Instruction to ensure our teachers have the necessary training to be successful in the classroom.

## Families

All families in our district were given the opportunity to give their feedback/ideas thru a survey and or meaningful conversations held with community, businesses, and parents, School Site Councils met in person as well as Building Leadership Teams, which include family, community and staff.

The feedback from families provided us with information that families feel the greatest needs are for additional mental health services for behavior issues and more help with their children in this area. Additional support staff for the classroom, summer learning and or tutoring to help with learning loss for struggling students. USD 443 will continue to communicate with families and work with them to ensure that we are providing the needed help and support to make sure our students have the support they need to continue to improve academically.

## School and District Administrators including Special Education Administration

Our district administration and Special Education have met throughout the year and held discussions on the learning loss due to the pandemic and how to utilize the ESSER funds in the most efficient way. A work session for all admin, building leaders and special education admin was held to brainstorm a list of ideas/concerns that our district faces and this list was prioritized in order to determine the most need.

Our district administrators update our Board of Education with the information and design for our district plan. Communication with district administrators will continue throughout the process of the ESSER grant funds.

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

Principals discussed the ESSER III Survey that was given to all teachers in their buildings and then asked them to participate in the survey to gather their opinions and suggestions. Further discussion with teachers was held during Building Leadership Team meetings and Site Council meetings during the school year.

Also, throughout the school year ESSER funding has been discussed at administrative meetings, principal meeting, School Board of Education meetings, school PLC meetings, staff from transportation, maintenance, nutrition have all been included to gather ideas for the use of ESSER funds to give the greatest impact to our district. Recommendations for needs have been submitted and categorized with the KSDE qualifier number to organize the list to go from the greatest need to the least. The input from all of these groups will be taken into consideration when finalizing our ESSER III plan.

USD 443 Admin have met with the teacher union several times in negotiations and discussed the ESSER III plans with them. Some of the items on our ESSER III plan have been ratified by the union for approval pending approval from KSDE for our application.

USD 443 does not have any active Native American organizations in our boundaries. Contact was made to the city of Dodge City to verify this. We do however have families/students who have identified themselves as Native American in our Student Information System. After reviewing these numbers it was determined, that most of these families are native to Guatemala and therefore they do not have any active tribes in our area as well. We did however send out a survey to families of Native American ethnic in our district to get their feedback on what the most important area they felt needed attention due to the pandemic and their response was that students needed more instructional materials and resources such as textbooks, curriculum and software and additional support for mental health services.

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

USD 443 strives to work with Civil Rights Organizations and Disability Rights Organizations in our community. During the community survey, we asked recipients to mark if they were members of a civil rights or disability organization so we could gather information from them in response to Covid 19 and how it has affected learning loss in our district. We had 89 responses from this demographic and 70% said that expanding support for mental health services was very important to them and 56% said providing additional support staff for learning and additional support staff for behavior issues was very important to them.

Contact was made to the following organizations to request feedback from them: KS Human Rights Commission/Dodge City Office, United Way of Dodge City, DACA, City of Dodge City and Dodge City LULAC.

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

All of these areas were identified in our district survey with responses from each area. For students with disabilities and ELL students the highest concern for parents is for more staff in the classroom followed by mental health support. Homeless children and families stated more instructional materials and resources were needed for them and technology they could use while not in school. Migrant families stated more staff in the classroom followed by mental health support and summer/tutoring services. Families of incarcerated students reported that expanded mental health support was highly needed and more support for learning.

School Staff and Admin will continue to meet with parents of these students as an ongoing need during the school year and subsequent years to keep communication open and address needs as they arrive.

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

USD 443's ESSER survey was available to anyone in the community. It was dispersed to students, parents, businesses, social media, Dodge City Daily Globe paper, churches and on our district website. We tried very hard to make sure all areas were given the opportunity to have access to the survey and give their feedback. Administrative staff made contact with area groups to bring them information such as Ambucs, Rotary Clubs, YMCA, Student STUCO groups. Discussion or updates were held at our monthly Board of Education meetings as needed; these meetings are recorded and aired on Channel 8 for public viewing and are open to the public to attend. At the Board of Education meetings, we do offer a time for visitors to make public comments and share their ideas. All survey results were reviewed and accounted for.

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

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

During the school year 2021-22, with safety measures and precautions in place we were able to successfully hold classes face to face the entire school year for K-12th grades, which is a favorable impact on the students. We were able to provide technology needed for students to attend classes remotely if they couldn't attend face to face due to quarantine, illness etc., which is also a favorable impact on students, by giving them the opportunity to stay current in their classes and not miss valuable instruction time. We were also able to address the learning gaps with progress monitoring using FastBridge and EduClimber. While we were fortunate enough to provide "face to face" learning through the entire year, we did have many interruptions due to illness and quarantine procedures of both teachers and students. This not only affected all of our students, but also disproportionately affected our large population of English learners and students in poverty.

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

USD 443 will continue to use evidenced based practices for the loss of learning due to COVID.

After school Exito Program for our ELL students, Title 1 Reading and Math Support will continue for grades K-8th grade in our Title 1 School Wide Elementary and Middle Schools. USD 443 is working to build the instruction capacity of our teachers so they can better support the students and address learning loss so the time with students is targeted and intentional. We are focusing on quality of time vs quantity to make sure every minute of the day counts. As we improve quality and do some of the summer Prof Dev- we are able to pull the Prof Dev from the school year and increase instructional days. We have adopted the research based Tiered Protocol list for ELA and Math which is research based and standard approved. In doing this, we are offering LETRS training, Dyslexia training, SEL and Trauma Informed training. We are adding 4 Instructional Coaches to our staff to bring additional guidance for new teachers and current teachers to give additional technical support in instruction, ESOL and Academic Interventions. We also propose the addition of one extra hour per week after school for teachers to collaborate, train together and work on PLC's in their buildings.

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

Due to Covid and the loss of learning USD 443 will use ESSER III funds to provide collaborative incentive pay for certified staff for one additional hour per week for teachers to collaborate, plan and receive professional development. We feel this will give the teachers additional professional development time, planning with their peers and PLC time to strengthen their teaching skills without taking away time from the classroom with their students. We are paying the salary and costs of our Exito Program, which is an out of school project serving at risk students struggling with academic and cultural adaption. It is a STEAM centered program. We are adding 4 new instructional coaches to our team of coaches already in place, two at our middle schools, one at our high school level and one ESOL coach. We are also adding an Academic

Interventionist/Professional Development Coordinator to provide Professional Development and Instruction to support teacher growth and efficiency. We will continue to pay for Internet hotspots for students and families who struggle to provide this for their homes. In addition, we will provide a retention pay to staff to retain staff so we have experienced staff employed to support our students.

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

USD 443 will use FastBridge data to measure student growth. With FastBridge, we have screeners three times per year and we do progress monitoring on all students who are below target. We have Tier II and III interventions and we ensure ALL students get solid Tier I instruction. We will provide targeted language intervention for our ELL students. We will work with our Behavior Team to monitor students struggling with social and emotional issues.

All district staff are trained in the PLC research, models and deployment of the structures. In addition we utilize a multitude of data points both academic, behavioral and perceptional. All of these data points are measured multiple times a year and correlated to the District Strategic Action Plan. We have created a Progress Monitoring schedule that overlays the annual academic calendar. In this we have specific dates we screen/diagnose and in between these dates we have regular progress monitoring dates. Our staff tracks individual students progress in their academic and behavioral growth. In addition, we utilize the PLC structures for leveraging collective efficacy for our instruction staff. Staff reviews student data, artifacts, consults with technical specialists and then discusses best instructional practice. All of this is done for a singular purpose and that is to design purposeful and individualized instruction. USD 443's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past two school years due to Covid but also to ensure equity through improving the effectiveness and efficiency of the instruction provided to our students. To accomplish these goals it is critical that as a school system we undertake the process of developing and supporting quality instruction and overlay this with focused professional development commitments.

## Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$10,263,570             | \$0                | \$10,263,570            | ESSER III Allocations | \$2,052,714 |
| Approved Total        | \$6,359,359              | \$0                | \$6,359,359             | Approved Total        | \$6,052,136 |
| Amount Left           | \$3,904,211              | \$0                | \$3,904,211             | Amount Still Needed   | \$0         |
| In Review Total       | \$3,833,971              | \$0                | \$3,833,971             | In Review Total       | \$1,139,500 |
| Amount Left           | \$70,240                 | \$0                | \$70,240                | Amount Still Needed   | \$0         |

## Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 443-3-0182 | Direct             | True             | 1000             | 610            | 12               | \$240,000          | Task Force Review |
| 443-3-0183 | Direct             | True             | 1000             | 150            | 12               | \$226,978          | Task Force Review |
| 443-3-0184 | Direct             | True             | 1000             | 220            | 12               | \$16,561           | Task Force Review |
| 443-3-0185 | Direct             | True             | 1000             | 580            | 12               | \$39,915           | Task Force Review |
| 443-3-0186 | Direct             | True             | 2213             | 152            | 12               | \$136,199          | Task Force Review |
| 443-3-0187 | Direct             | True             | 2213             | 322            | 12               | \$120,220          | Task Force Review |
| 443-3-0188 | Direct             | False            | 1000             | 150            | 16               | \$846,496          | Task Force Review |
| 443-3-0189 | Direct             | False            | 1000             | 220            | 16               | \$57,691           | Task Force Review |
| 443-3-0190 | Direct             | False            | 1000             | 260            | 16               | \$917              | Task Force Review |
| 443-3-0191 | Direct             | False            | 1000             | 270            | 16               | \$8,307            | Task Force Review |
| 443-3-0192 | Direct             | False            | 1000             | 150            | 16               | \$1,650,000        | Task Force Review |
| 443-3-0193 | Direct             | False            | 1000             | 220            | 16               | \$126,225          | Task Force Review |
| 443-3-0194 | Direct             | False            | 1000             | 260            | 16               | \$1,650            | Task Force Review |
| 443-3-0195 | Direct             | False            | 1000             | 270            | 16               | \$3,185            | Task Force Review |
| 443-3-0196 | Direct             | True             | 2213             | 290            | 12               | \$3,600            | Task Force Review |
| 443-3-0197 | Direct             | True             | 2213             | 151            | 12               | \$355,201          | Task Force Review |
| 443-3-0198 | Direct             | True             | 2211             | 220            | 12               | \$826              | Task Force Review |
| 443-3-0003 | Direct             | True             | 1000             | 260            | 12               | \$369              | Approved          |
| 443-3-0004 | Direct             | True             | 1000             | 270            | 12               | \$458              | Approved          |
| 443-3-0005 | Direct             | True             | 1000             | 519            | 12               | \$18,300           | Approved          |
| 443-3-0007 | Direct             | True             | 1000             | 600            | 12               | \$16,500           | Approved          |
| 443-3-0008 | Direct             | True             | 1000             | 610            | 12               | \$31,500           | Approved          |
| 443-3-0009 | Direct             | True             | 2211             | 120            | 12               | \$9,822            | Approved          |
| 443-3-0011 | Direct             | True             | 2211             | 210            | 12               | \$979              | Approved          |
| 443-3-0013 | Direct             | True             | 2211             | 260            | 12               | \$11               | Approved          |
| 443-3-0014 | Direct             | True             | 2211             | 270            | 12               | \$13               | Approved          |
| 443-3-0016 | Direct             | True             | 2213             | 220            | 12               | \$35,000           | Approved          |
| 443-3-0017 | Direct             | True             | 2313             | 260            | 12               | \$430              | Approved          |
| 443-3-0018 | Direct             | True             | 2213             | 270            | 12               | \$1,140            | Approved          |
| 443-3-0020 | Direct             | True             | 2213             | 220            | 12               | \$15,604           | Approved          |

| 443-3-0021 | Direct | True  | 2213 | 260 | 12 | \$194       | Approved |
|------------|--------|-------|------|-----|----|-------------|----------|
| 443-3-0022 | Direct | True  | 2213 | 270 | 12 | \$504       | Approved |
| 443-3-0023 | Direct | True  | 2213 | 151 | 12 | \$20,000    | Approved |
| 443-3-0024 | Direct | True  | 2213 | 220 | 12 | \$1,530     | Approved |
| 443-3-0025 | Direct | True  | 2213 | 260 | 12 | \$26        | Approved |
| 443-3-0026 | Direct | True  | 2213 | 270 | 12 | \$24        | Approved |
| 443-3-0028 | Direct | False | 1000 | 734 | 9  | \$69,978    | Approved |
| 443-3-0029 | Direct | False | 1000 | 429 | 7  | \$3,265     | Approved |
| 443-3-0030 | Direct | False | 1000 | 429 | 7  | \$3,992     | Approved |
| 443-3-0031 | Direct | False | 1000 | 429 | 7  | \$3,524     | Approved |
| 443-3-0032 | Direct | True  | 2200 | 110 | 12 | \$410,080   | Approved |
| 443-3-0033 | Direct | True  | 2200 | 151 | 12 | \$22,380    | Approved |
| 443-3-0034 | Direct | True  | 2200 | 210 | 12 | \$47,214    | Approved |
| 443-3-0035 | Direct | True  | 2200 | 220 | 12 | \$36,691    | Approved |
| 443-3-0036 | Direct | True  | 2200 | 260 | 12 | \$481       | Approved |
| 443-3-0037 | Direct | True  | 2200 | 270 | 12 | \$595       | Approved |
| 443-3-0038 | Direct | True  | 2213 | 111 | 12 | \$161,809   | Approved |
| 443-3-0040 | Direct | True  | 2213 | 210 | 12 | \$15,738    | Approved |
| 443-3-0041 | Direct | True  | 2200 | 220 | 12 | \$14,317    | Approved |
| 443-3-0042 | Direct | True  | 2213 | 260 | 12 | \$187       | Approved |
| 443-3-0043 | Direct | True  | 2213 | 270 | 12 | \$232       | Approved |
| 443-3-0044 | Direct | True  | 2212 | 150 | 12 | \$4,650,000 | Approved |
| 443-3-0045 | Direct | True  | 2212 | 220 | 12 | \$355,726   | Approved |
| 443-3-0046 | Direct | True  | 2212 | 260 | 12 | \$6,046     | Approved |
| 443-3-0047 | Direct | True  | 2212 | 270 | 12 | \$5,766     | Approved |
| 443-3-0048 | Direct | True  | 2200 | 110 | 12 | \$136,670   | Approved |
| 443-3-0049 | Direct | True  | 2200 | 151 | 12 | \$7,470     | Approved |
| 443-3-0050 | Direct | True  | 2200 | 210 | 12 | \$15,738    | Approved |
| 443-3-0051 | Direct | True  | 2200 | 220 | 12 | \$12,233    | Approved |
| 443-3-0052 | Direct | True  | 2200 | 260 | 12 | \$161       | Approved |
| 443-3-0053 | Direct | True  | 2200 | 270 | 12 | \$198       | Approved |
| 443-3-0178 | Direct | False | 2213 | 150 | 12 | \$210,000   | Approved |
| 443-3-0179 | Direct | False | 2213 | 220 | 12 | \$16,064    | Approved |
| 443-3-0180 | Direct | False | 2213 | 260 | 12 | \$210       | Approved |
| 443-3-0181 | Direct | False | 2213 | 270 | 12 | \$190       | Approved |

## Line Item Details

| Allocation Type  | <u>Is this Item for the 20% Minimuim Le</u>   | earning Loss Set Aside Expenditure                             |
|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning L  | oss Set Aside Expenditure                                      |
| Account Name   | Account Number  |  |
| Library Books - Materials and<br>eBooks/Audiobooks   | 60-1000-610-XX-000  |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 610 - General Supplies and Materials  | 12 - Addressing learning loss among                            |
|  |   | students, including vulnerable                                 |
| •  | in the account and how they will address<br>tes in the district to update collections, pro- |  |
| NEW ITEM: Purchase books for all librari<br>during COVID   | es in the district to update collections, pro-  | s a COVID-19 need  |
| NEW ITEM: Purchase books for all librari<br>during COVID<br>Budgeted Expenditures in SFY 2021  | es in the district to update collections, pro<br>\$0  | s a COVID-19 need  |
| NEW ITEM: Purchase books for all librari<br>during COVID<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | es in the district to update collections, pro-  | s a COVID-19 need  |
| NEW ITEM: Purchase books for all librari<br>during COVID<br>Budgeted Expenditures in SFY 2021  | so<br>\$0<br>\$0  | s a COVID-19 need  |
| NEW ITEM: Purchase books for all librari<br>during COVID<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | es in the district to update collections, pro<br>\$0<br>\$0<br>\$0<br>\$0                   | s a COVID-19 need<br>vide more materials and replace books lo  |
| NEW ITEM: Purchase books for all librari<br>during COVID<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | es in the district to update collections, pro<br>\$0<br>\$0<br>\$0<br>\$240,000             | s a COVID-19 need<br>vide more materials and replace books los |

## Allocation Type

**Direct Allocation** 

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

populations.

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

## Account Name

Exito Program Extra Curricular Hourly Salary

## Account Number

60-1000-119-00-886

| Function Code      | Object Code                   | Allowable Use                       |
|--------------------|-------------------------------|-------------------------------------|
| 1000 - Instruction | 150 - Additional Compensation | 12 - Addressing learning loss among |
|                    |                               | students, including vulnerable      |

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

CHANGE REQUEST: PREVIOUSLY APPROVED - SUBMITTING A CHANGE TO ALLOW FUNDS NOT USED IN 21-22 AND 22-23 TO BE PUT BACK SO THEY CAN BE USED TO PURCHASE LIBRARY BOOKS. EXITO, (Exploration In Transition Opportunities), is an out-of-school project serving students enrolled at Dodge City High School, Comanche Middle School, Dodge City Middle School, Linn Elementary and Beeson Elementary. EXITO is a STEAM (Science, Technology, Engineering, Arts, Math) centered program that provides an innovative interdisciplinary curriculum that cultivates kids? academic interests and expands their knowledge. EXITO staff regularly engages students in hands-on projects so they learn more deeply by applying STEAM concepts. EXITO incorporates skill-building activities, language acquisition, career exploration and other enrichment opportunities into the curriculum. In addition to enrichment opportunities, we offer

homework assistance & tutoring and strive to provide a safe, positive environment conducive to academic and emotional success. Homework time is an opportunity for our kids to get ahead in the classroom leaving more time for families to be together at home.

The primary purpose of the EXITO project is to serve at-risk students struggling with academic and cultural adaptation. Slightly over 47% of Dodge City secondary students? First language is one other than English, and their low English proficiency qualifies them for English Language (EL) services. In addition, over 78% of secondary students come from families whose incomes are low enough that they qualify for free or reduced lunch (FRL) prices.

COVID-19 resulted in significant setbacks for our most vulnerable students, English learners, newcomers and those living in poverty, who often didn't have a computer, reliable internet connection or a workspace to learn at home. ?XITO staff knew an intervention was needed to make up for those losses. This includes relying on staff's expertise in social-emotional learning and trauma-informed care to help kids recover emotionally.

COVID-19 also brought awareness to the need of implementing innovative programming to keep students safe and engaged in learning regardless of physical setting and social distancing requirements. EXITO staff quickly learned students needed a safe space to catch up, keep up, and emerge from this crisis strong, resilient, and hopeful.

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$50,083  |
| Budgeted Expenditures in SFY 2023 | \$53,646  |
| Budgeted Expenditures in SFY 2024 | \$123,249 |
| Total Expenditures                | \$226,978 |

<u>Status</u> Task Force Review

## Line Item Comment from KSDE

Change Request- Previously approved for line item 1 amount of \$369,747.

| Allocation Type  |   | earning Loss Set Aside Expenditure  |
|--|---|---|
| Direct Allocation  | YES - this item is marked for Learning  | Loss Set Aside Expenditure  |
| Account Name   | Account Number  |   |
| Exito Program Extra Curricular Hourly<br>FICA  | 60-1000-220-00-886  |   |
| Function Code  | Object Code   | Allowable Use   |
| 1000 - Instruction   | 220 - Social Security Contributions   | 12 - Addressing learning loss among   |
|  |   | students, including vulnerable  |
| TO BE PUT BACK SO THEY CAN BE USED   | IVED - SUBMITTING A CHANGE TO ALLO  | populations.<br><b>ss a COVID-19 need</b><br>W FUNDS NOT USED IN 21-22 AND 22-23<br>D, (Exploration In Transition Opportunities)- |
| CHANGE REQUEST: PREVIOUSLY APPRO   | IVED - SUBMITTING A CHANGE TO ALLO  | ss a COVID-19 need<br>W FUNDS NOT USED IN 21-22 AND 22-23   |
| CHANGE REQUEST: PREVIOUSLY APPRO<br>TO BE PUT BACK SO THEY CAN BE USED<br>FICA<br>Budgeted Expenditures in SFY 2021  | OVED - SUBMITTING A CHANGE TO ALLO<br>TO PURCHASE LIBRARY BOOKS. ÉXITC  | ss a COVID-19 need<br>W FUNDS NOT USED IN 21-22 AND 22-23   |
| CHANGE REQUEST: PREVIOUSLY APPRO<br>TO BE PUT BACK SO THEY CAN BE USED<br>FICA<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | VED - SUBMITTING A CHANGE TO ALLO<br>TO PURCHASE LIBRARY BOOKS. ÉXITC<br>\$0                                  | ss a COVID-19 need<br>W FUNDS NOT USED IN 21-22 AND 22-23   |
| CHANGE REQUEST: PREVIOUSLY APPRO<br>TO BE PUT BACK SO THEY CAN BE USED<br>FICA<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | VED - SUBMITTING A CHANGE TO ALLO<br>TO PURCHASE LIBRARY BOOKS. ÉXITC<br>\$0<br>\$3,475                       | ss a COVID-19 need<br>W FUNDS NOT USED IN 21-22 AND 22-23   |
| CHANGE REQUEST: PREVIOUSLY APPRO<br>TO BE PUT BACK SO THEY CAN BE USED<br>FICA   | VED - SUBMITTING A CHANGE TO ALLO<br>TO PURCHASE LIBRARY BOOKS. ÉXITC<br>\$0<br>\$3,475<br>\$3,657            | <b>ss a COVID-19 need</b><br>W FUNDS NOT USED IN 21-22 AND 22-23<br>D, (Exploration In Transition Opportunities)-                 |
| CHANGE REQUEST: PREVIOUSLY APPRO<br>TO BE PUT BACK SO THEY CAN BE USED<br>FICA<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | VED - SUBMITTING A CHANGE TO ALLO<br>TO PURCHASE LIBRARY BOOKS. ÉXITC<br>\$0<br>\$3,475<br>\$3,657<br>\$9,429 | ss a COVID-19 need<br>W FUNDS NOT USED IN 21-22 AND 22-23<br>D, (Exploration In Transition Opportunities)-                        |

| Allocation Type      | Is this Item for the 20% Min    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |  |  |
|----------------------|---------------------------------|---|--|--|--|
| Direct Allocation    | YES - this item is marked for L | YES - this item is marked for Learning Loss Set Aside Expenditure                     |  |  |  |
| Account Name         | Account Number                  | Account Number  |  |  |  |
| Exito Teacher Travel | 60-1000-580-00-886              |   |  |  |  |
| Function Code        | Object Code                     | Allowable Use   |  |  |  |
| 1000 - Instruction   | 580 - Staff Travel              | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |  |

CHANGE REQUEST: PREVIOUSLY APPROVED - SUBMITTING A CHANGE TO ALLOW FUNDS NOT USED IN 21-22 AND 22-23 TO BE PUT BACK SO THEY CAN BE USED TO PURCHASE LIBRARY BOOKS. EXITO, (Exploration In Transition Opportunities)-TEACHER TRAVEL Travel for teachers to attend conferences for Migrant, ELL or Immigrant students As communities adjust to a new normal after COVID-19, afterschool and summer learning programs and capable, caring staff members will be more needed than ever. The afterschool programming is an essential part of Dodge City Public School's response to the coronavirus pandemic. Youth need expanded support to emerge from this crisis strong, resilient, and hopeful. In order to achieve this, relevant professional development opportunities are offered to program staff to better prepared them for a more engaging and robust afterschool curriculum that addresses the new challenges our vulnerable populations faces, and aids our students in getting caught up after two years of disrupted or altered home life and education. Staff will be offered in state and out of state professional development opportunities with a strong focus in the area of STEAM education and social emotional learning. Professional opportunities will be offered to program director, site coordinators and teachers.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$4,915  |
| Budgeted Expenditures in SFY 2023 | \$0      |
| Budgeted Expenditures in SFY 2024 | \$35,000 |
| Total Expenditures                | \$39,915 |

<u>Status</u> Task Force Review

## Line Item Comment from KSDE

Change Request- Previously approved for line item 6 amount of \$105,000

Line Item ID: 443-3-0186

| Allocation Type                                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure    |   |
|--|--|---|
| Direct Allocation                                | YES - this item is marked for Learning Loss Set Aside Expenditure        |   |
| Account Name                                     | Account Number   |   |
| Summer Classified Salaries - Summer<br>Institute | 60-2213-119-00-827   |   |
| Function Code                                    | Object Code  | Allowable Use   |
| 2213 - Instructional Staff Training<br>Services  | 152 - Additional compensation paid to instructional aides and assistants | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

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

CHANGE ITEM: PREVIOUSLY APPROVED - SUBMITTING A CHANGE TO ALLOW FUNDS NOT USED IN 21-22 AND 22-23 TO BE PUT BACK SO THEY CAN BE USED IN OTHER AREAS. Previously approved in 20-21 with ESSER II funds from 76-1000-119-XX-828 - Will repeat this activity in June 2023 and June 2024 USD 443 is a district of over 7,300 students of which over three fourths of the students are receiving Free and Reduced lunch support, almost ten percent are migrant and almost half of all students are English Language Learners. During the 2020-21 school year the district experienced major disruptions, as did all school districts, with the Covid outbreak and responses that impacted all of our students, but disproportionately impacting our large population of English Learners and students in poverty.

The school district?s commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past school year but also longitudinally underperforming academic achievement is to improve the effectiveness and efficiency of the instruction provided to our students. The district follows Collective Efficacy research from the 1990?s by Albert Bandura and more recently, supported by Dr. John Hattie?s Visible Learning Research in 2016. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandera defines collective efficacy as ?a group?s shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment.? (Bandura, A. 1993). Dr. Hattie?s description of research states; ?Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students.? (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.

During the summer of 2021 the school district enrolled 284 staff members representing certified and classified employees from USD 443 and the Special Education Cooperative #613. Staff met four hours a day for twelve days to increase Collective Efficacy with the following objectives:

1. Involve as many staff as possible who support literacy instruction

2. Increase the system understanding and application of district processes such as MTSS, PLCs, Progress Monitoring Flow Charts, knowledge of district resources and how to interpret literacy screeners and diagnostics.

3. Embrace an asset vs deficit mindset to ensure equity and adequacy for all students regardless of ethnicity, gender, socialeconomic status and primary language spoken in the home.

4. Culminate in a ?capstone? project of utilizing all of the training to develop detailed and purposeful literacy lesson plans that focuses on Tiers 1, 2 and 3 supports driven by Kansas literacy standards and student present levels of performance data. 5. Increase the ?multiplier effect? of staff who will be able to take the knowledge gained, apply it and to support colleagues who were not in attendance. We believe the best way to address learning loss but also to begin to close the achievement gap too many of USD 443 students face in literacy is to invest in the knowledge and applications of effective instructional practices of our staff. It is for this reason we feel the ESSER fund application should be approved as the dollars spent are proven through decades of research to have a high correlation to increasing student achievement they are also dollars spend now that will have returns on this investment for many years to come. References:

BANDURA, A. (1993). Perceived self-efficacy in cognitive development and functioning. Educational Psychologist, 28 (2), 117?148. (Abstract)

HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: Scholarship of Teaching and Learning in Psychology, 1 (1), 79-91. (Abstract

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$0       |
| Budgeted Expenditures in SFY 2023 | \$32,877  |
| Budgeted Expenditures in SFY 2024 | \$103,322 |
| Total Expenditures                | \$136,199 |

<u>Status</u> Task Force Review

## Line Item Comment from KSDE

Change Request- previously approved for line item 19 amount of \$206,644

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |   |
|---|---|---|
| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure   |   |
| Account Name  | Account Number  |   |
| 613 Summer Institute Pay  | 60-2213-322-00-613  |   |
| Function Code   | Object Code   | Allowable Use   |
| 2213 - Instructional Staff Training<br>Services   | 322 - Instructional Services  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures withi  | n the account and how they will   | address a COVID-19 need   |
| CHANGE REQUEST: PREVIOUSLY APPRC<br>TO BE PUT BACK SO THEY CAN BE USED  | VED - SUBMITTING A CHANGE TO  | D ALLOW FUNDS NOT USED IN 21-22 AND 22-23<br>oved in 20-21 with ESSER II funds - Will repeat this   |
| CHANGE REQUEST: PREVIOUSLY APPRC<br>TO BE PUT BACK SO THEY CAN BE USED<br>activity in June 2023 and June 2024<br>613 Summer Institute Pay for attendance  | OVED - SUBMITTING A CHANGE TO<br>IN OTHER AREAS. Previously appro<br>e of the same training as Previously                                     | D ALLOW FUNDS NOT USED IN 21-22 AND 22-23<br>oved in 20-21 with ESSER II funds - Will repeat this   |
| CHANGE REQUEST: PREVIOUSLY APPRO<br>TO BE PUT BACK SO THEY CAN BE USED<br>activity in June 2023 and June 2024<br>613 Summer Institute Pay for attendance<br><b>Budgeted Expenditures in SFY 2021</b>  | OVED - SUBMITTING A CHANGE TO<br>IN OTHER AREAS. Previously appro<br>e of the same training as Previously<br>\$0                              | D ALLOW FUNDS NOT USED IN 21-22 AND 22-23<br>oved in 20-21 with ESSER II funds - Will repeat this   |
| CHANGE REQUEST: PREVIOUSLY APPRO<br>TO BE PUT BACK SO THEY CAN BE USED<br>activity in June 2023 and June 2024<br>613 Summer Institute Pay for attendance<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | OVED - SUBMITTING A CHANGE TO<br>IN OTHER AREAS. Previously appro<br>e of the same training as Previously<br>\$0<br>\$0                       | D ALLOW FUNDS NOT USED IN 21-22 AND 22-23<br>oved in 20-21 with ESSER II funds - Will repeat this   |
| CHANGE REQUEST: PREVIOUSLY APPRO<br>TO BE PUT BACK SO THEY CAN BE USED<br>activity in June 2023 and June 2024<br>613 Summer Institute Pay for attendance<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | OVED - SUBMITTING A CHANGE TO<br>IN OTHER AREAS. Previously appro<br>e of the same training as Previously<br>\$0<br>\$0<br>\$5,837            | D ALLOW FUNDS NOT USED IN 21-22 AND 22-23<br>oved in 20-21 with ESSER II funds - Will repeat this<br>y stated for classified and certified staff                  |
| CHANGE REQUEST: PREVIOUSLY APPRO<br>TO BE PUT BACK SO THEY CAN BE USED<br>activity in June 2023 and June 2024<br>613 Summer Institute Pay for attendance<br><b>Budgeted Expenditures in SFY 2021</b><br><b>Budgeted Expenditures in SFY 2022</b>                        | OVED - SUBMITTING A CHANGE TO<br>IN OTHER AREAS. Previously appro<br>e of the same training as Previously<br>\$0<br>\$0                       | D ALLOW FUNDS NOT USED IN 21-22 AND 22-23<br>oved in 20-21 with ESSER II funds - Will repeat this   |
| CHANGE REQUEST: PREVIOUSLY APPRO<br>TO BE PUT BACK SO THEY CAN BE USED<br>activity in June 2023 and June 2024<br>613 Summer Institute Pay for attendance<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | OVED - SUBMITTING A CHANGE TO<br>IN OTHER AREAS. Previously appro<br>of the same training as Previously<br>\$0<br>\$0<br>\$5,837<br>\$114,383 | D ALLOW FUNDS NOT USED IN 21-22 AND 22-23<br>oved in 20-21 with ESSER II funds - Will repeat this<br>y stated for classified and certified staff<br><u>Status</u> |

# Allocation TypeIs this Item for the 20% Minimuim Learning Loss Set Aside ExpenditureDirect AllocationNO - this item is not marked for Learning Loss Set Aside ExpenditureAccount NameAccount NumberRetention Pay for Staff Incentive to60-XXXX-154-XX-XXX

| Function Code      | Object Code                   | Allowable Use                        |
|--------------------|-------------------------------|--------------------------------------|
| 1000 - Instruction | 150 - Additional Compensation | 16 - Other activities necessary to   |
|                    |                               | maintain LEA operations and services |
|                    |                               | and employ existing LEA staff.       |

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

CHANGE REQUEST: PREVIOUSLY APPROVED - SUBMITTING A CHANGE TO ALLOW FUNDS NOT USED IN 22-23 TO BE PUT BACK SO THEY CAN BE USED IN 2023-2024 for another retention/premium pay to staff.

This request was previously listed on multiple lines to show each function code that was used. The function code for this payment will include all departments but is only listed on 1 line for this application change request per approval from ESSER staff to list it this way. The function codes that this payment will include are: 1000, 2100, 2113, 2114, 2120, 2120, 2130, 2143, 2200, 2201, 2211, 2212, 2213, 2215, 2320, 2321, 2323, 2400, 2490, 2510, 2519, 2560, 2571, 2580, 2581, 2600, 2670, 2700, 2710, 2720, 2740, 3100, 3110, 3200, 3300.

Retention pay will be paid to all USD 443 staff, both certified and classified, employed with the district by the first day of School, August 18, 2022 and be a current employee when retention pay is paid. With a significant number of vacancies across both academic and support areas, a retention stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. This request for incentive pay will be taken to the USD 443 Board of Education for approval at the June 2022 board meeting. USD 443 Staff will be notified of the retention pay once approved by the USD 443 Board of Education and KSDE.

| Budgeted Expenditures in SFY 2021 | \$0       |                   |
|-----------------------------------|-----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$O       |                   |
| Budgeted Expenditures in SFY 2023 | \$846,496 |                   |
| Budgeted Expenditures in SFY 2024 | \$0       | Status            |
| Total Expenditures                | \$846,496 | Task Force Review |
|                                   |           |                   |

## Line Item Comment from KSDE

Change Request- previously approved for line item 54 amount of \$853,200

Line Item ID: 443-3-0189

retain staff

| Allocation Type<br>Direct Allocation |   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
|--------------------------------------|---|---|--|
| Account Name<br>FICA Retention Pay   | <u>Account Number</u><br>60-XXXX-220-XX-XXX |   |  |
| Function Code                        | Object Code                                 | Allowable Use   |  |
| 1000 - Instruction                   | 220 - Social Security Contributions         | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                                  |  |

CHANGE REQUEST: PREVIOUSLY APPROVED - SUBMITTING A CHANGE TO ALLOW FUNDS NOT USED IN 22-23 TO BE PUT BACK SO THEY CAN BE USED IN 2023-2024 for another retention/premium pay to staff.

This request was previously listed on multiple lines to show each function code that was used. The function code for this payment will include all departments but is only listed on 1 line for this application change request per approval from ESSER staff to list it this way. The function codes that this payment will include are: 1000, 2100, 2113, 2114, 2120, 2120, 2130, 2143, 2200, 2201, 2211, 2212, 2213, 2215, 2320, 2321, 2323, 2400, 2490, 2510, 2519, 2560, 2571, 2580, 2581, 2600, 2670, 2700, 2710, 2720, 2740, 3100, 3110, 3200, 3300.

Retention Pay FICA for staff incentive to retain and keep current employees

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$57,691 |
| Budgeted Expenditures in SFY 2024 | \$0      |
| Total Expenditures                | \$57,691 |

<u>Status</u> Task Force Review

### Line Item Comment from KSDE

Change Request- previously approved for line item 55 amount of \$65,270

| Allocation Type<br>Direct Allocation                | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
|---|---|--|--|
| <u>Account Name</u><br>Unemployment - Retention Pay | <u>Account Number</u><br>60-XXXX-250-XX-XXX   |  |  |
| Function Code                                       | Object Code   | Allowable Use  |  |
| 1000 - Instruction                                  | 260 - Unemployment Compensation   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |

CHANGE REQUEST: PREVIOUSLY APPROVED - SUBMITTING A CHANGE TO ALLOW FUNDS NOT USED IN 22-23 TO BE PUT BACK SO THEY CAN BE USED IN 2023-2024 for another retention/premium pay to staff.

This request was previously listed on multiple lines to show each function code that was used. The function code for this payment will include all departments but is only listed on 1 line for this application change request per approval from ESSER staff to list it this way. The function codes that this payment will include are: 1000, 2100, 2113, 2114, 2120, 2120, 2130, 2143, 2200, 2201, 2211, 2212, 2213, 2215, 2320, 2321, 2323, 2400, 2490, 2510, 2519, 2560, 2571, 2580, 2581, 2600, 2670, 2700, 2710, 2720, 2740, 3100, 3110, 3200, 3300.

Retention Pay UNEMPLOYMENT for staff incentive to retain and keep current employees

| Budgeted Expenditures in SFY 2021 | \$0   |
|-----------------------------------|-------|
| Budgeted Expenditures in SFY 2022 | \$0   |
| Budgeted Expenditures in SFY 2023 | \$917 |
| Budgeted Expenditures in SFY 2024 | \$0   |
| Total Expenditures                | \$917 |

<u>Status</u> Task Force Review

## Line Item Comment from KSDE

Change Request- previously approved for line item 56 amount of \$1,109

| Allocation Type                | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |
|--------------------------------|---|--|
| Direct Allocation              | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |
| <u>Account Name</u>            | Account Number  |  |
| Workman's Comp - Retention Pay | 60-XXXX-260-XX-XXX  |  |
| Function Code                  | Object Code   | Allowable Use  |
| 1000 - Instruction             | 270 - Worker's Compensation   | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

CHANGE REQUEST: PREVIOUSLY APPROVED - SUBMITTING A CHANGE TO ALLOW FUNDS NOT USED IN 22-23 TO BE PUT BACK SO THEY CAN BE USED IN 2023-2024 for another retention/premium pay to staff.

This request was previously listed on multiple lines to show each function code that was used. The function code for this payment will include all departments but is only listed on 1 line for this application change request per approval from ESSER staff to list it this way. The function codes that this payment will include are: 1000, 2100, 2113, 2114, 2120, 2120, 2130, 2143, 2200, 2201, 2211, 2212, 2213, 2215, 2320, 2321, 2323, 2400, 2490, 2510, 2519, 2560, 2571, 2580, 2581, 2600, 2670, 2700, 2710, 2720, 2740, 3100, 3110, 3200, 3300.

Retention Pay WORKMAN'S COMP for staff incentive to retain and keep current employees

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$0     |
| Budgeted Expenditures in SFY 2023 | \$8,307 |
| Budgeted Expenditures in SFY 2024 | \$0     |
| Total Expenditures                | \$8,307 |

<u>Status</u> Task Force Review

## Line Item Comment from KSDE

Change Request- previously approved for line item 57 amount of \$1,058

# Allocation TypeIs this Item for the 20% Minimuim Learning Loss Set Aside ExpenditureDirect AllocationNO - this item is not marked for Learning Loss Set Aside ExpenditureAccount NameAccount NumberRetention/Premium Pay for Staff<br/>Incentive60-XXXX-154-XX-XXXFunction CodeObject CodeAllowable Use1000 - Instruction150 - Additional Compensation16 - Other activities necessary to

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

New ITEM: Retention/Premium pay will be paid to all USD 443 staff, both certified and classified, who are employed with the district on September 5, 2023 and are a current employee when retention pay is paid February 23, 2024. With a significant number of vacancies across both academic and support areas, a retention/premium stipend in needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. This request for retention/premium pay will be taken to the USD 443 Board of Education for approval on August 14, 2023. USD 443 Staff will be notified of the retention/premium pay on August 14, 2023 at an all staff welcome and then a follow-up email will be sent out on September 5, 2023 with the qualifying details for the premium pay.

maintain LEA operations and services

and employ existing LEA staff.

The function code for this payment will include all departments but is only listed on 1 line for this application per approval from ESSER staff to list it this way. The function codes that this payment will include are: 1000, 2100, 2113, 2114, 2120, 2120, 2130, 2143, 2200, 2201, 2211, 2212, 2213, 2215, 2320, 2321, 2323, 2400, 2490, 2510, 2519, 2560, 2571, 2580, 2581, 2600, 2670, 2700, 2710, 2720, 2740, 3100, 3110, 3200, 3300. We are paying approximately 1000 staff a 1 time retention/premium payment in February 2024 of \$1500 per person.

| Budgeted Expenditures in SFY 2021 | \$O         |                   |
|-----------------------------------|-------------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0         |                   |
| Budgeted Expenditures in SFY 2023 | \$0         |                   |
| Budgeted Expenditures in SFY 2024 | \$1,650,000 | <u>Status</u>     |
| Total Expenditures                | \$1,650,000 | Task Force Review |
| Line Item Comment from KSDE       |             |                   |
| New item-                         |             |                   |

| Allocation Type<br>Direct Allocation                |                                      | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
|---|--------------------------------------|---|--|
| <u>Account Name</u><br>FICA - Retention/Premium Pay | Account Number<br>60-XXXX-220-XX-XXX |   |  |
| Function Code                                       | Object Code                          | Allowable Use   |  |
| 1000 - Instruction                                  | 220 - Social Security Contributions  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                                  |  |

NEW ITEM: Retention/Premium Pay for 2024 - FICA

The function code for this payment will include all departments but is only listed on 1 line for this application per approval from ESSER staff to list it this way. The function codes that this payment will include are: 1000, 2100, 2113, 2114, 2120, 2120, 2130, 2143, 2200, 2201, 2211, 2212, 2213, 2215, 2320, 2321, 2323, 2400, 2490, 2510, 2519, 2560, 2571, 2580, 2581, 2600, 2670, 2700, 2710, 2720, 2740, 3100, 3110, 3200, 3300. We are paying approximately 1000 staff a 1 time retention/premium payment in February 2024 of \$1500 per person.

| Budgeted Expenditures in SFY 2021 | \$0       |                   |
|-----------------------------------|-----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0       |                   |
| Budgeted Expenditures in SFY 2023 | \$0       |                   |
| Budgeted Expenditures in SFY 2024 | \$126,225 | <u>Status</u>     |
| Total Expenditures                | \$126,225 | Task Force Review |
| Line Item Comment from KSDE       |           |                   |
|                                   |           |                   |

### Allocation Type Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure Direct Allocation NO - this item is not marked for Learning Loss Set Aside Expenditure Account Name Account Number **Unemployment - Retention/Premium** 60-XXXX-250-XX-XXX Pay **Function Code Object Code Allowable Use** 1000 - Instruction 260 - Unemployment Compensation 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

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

NEW ITEM: Retention/Premium Pay for 2024 - Unemployment

The function codes that this payment will include are: 1000, 2100, 2113, 2114, 2120, 2120, 2130, 2143, 2200, 2201, 2211, 2212, 2213, 2215, 2320, 2321, 2323, 2400, 2490, 2510, 2519, 2560, 2571, 2580, 2581, 2600, 2670, 2700, 2710, 2720, 2740, 3100, 3110, 3200, 3300. We are paying approximately 1000 staff a 1 time retention/premium payment in February 2024 of \$1500 per person.

| Budgeted Expenditures in SFY 2021 | \$0     |                   |
|-----------------------------------|---------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0     |                   |
| Budgeted Expenditures in SFY 2023 | \$0     |                   |
| Budgeted Expenditures in SFY 2024 | \$1,650 | <u>Status</u>     |
| Total Expenditures                | \$1,650 | Task Force Review |
| Line Item Comment from KSDE       |         |                   |
| New item-                         |         |                   |

### Allocation Type Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure Direct Allocation NO - this item is not marked for Learning Loss Set Aside Expenditure Account Name **Account Number** Workman's Comp - Retention/Premium 60-XXXX-260-XX-XXX Pay **Function Code Object Code Allowable Use** 1000 - Instruction 270 - Worker's Compensation 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. Please describe the expenditures within the account and how they will address a COVID-19 need NEW ITEM: Retention/Premium Pay for workman's Comp The function codes that this payment will include are: 1000, 2100, 2113, 2114, 2120, 2120, 2130, 2143, 2200, 2201, 2211, 2212, 2213, 2215, 2320, 2321, 2323, 2400, 2490, 2510, 2519, 2560, 2571, 2580, 2581, 2600, 2670, 2700, 2710, 2720, 2740, 3100, 3110, 3200, 3300. We are paying approximately 1000 staff a 1 time retention/premium payment in February 2024 of \$1500 per

| New item-                         |         |                   |  |
|-----------------------------------|---------|-------------------|--|
| Line Item Comment from KSDE       |         |                   |  |
| Total Expenditures                | \$3,185 | Task Force Review |  |
| Budgeted Expenditures in SFY 2024 | \$3,185 | <u>Status</u>     |  |
| Budgeted Expenditures in SFY 2023 | \$0     |                   |  |
| Budgeted Expenditures in SFY 2022 | \$0     |                   |  |
| Budgeted Expenditures in SFY 2021 | \$0     |                   |  |

person.

| <u>Allocation Type</u>                             | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure           |                                     |
|--|---|-------------------------------------|
| Direct Allocation                                  | YES - this item is marked for Learning Lo                                       | ss Set Aside Expenditure            |
| Account Name                                       | Account Number  |                                     |
| Academic Interventionist/Prof<br>Development Coord | 60-2213-290-00-000  |                                     |
| Function Code                                      | Object Code   | Allowable Use                       |
| 2213 - Instructional Staff Training<br>Services    | 290 - Other Employee Benefits<br>students, including vulnerable<br>populations. |                                     |
| Please describe the expenditures withi             | n the account and how they will address   | a COVID-19 need                     |
| CHANGE REQUEST: PREVIOUSLY APPRO                   | VED Academic Interventionist/Prof Develop                                       | ment Coordinator 1 FTE Mileage pay: |
| Milazaa shauld ha listad as \$1800 parwa           | ar and was listed as \$18,000 for year 2024 c                                   | corrected                           |
| 5  |   | orrected.                           |
| Budgeted Expenditures in SFY 2021                  | \$0   |                                     |
| Budgeted Expenditures in SFY 2022                  | \$0   |                                     |
| Budgeted Expenditures in SFY 2023                  | \$1,800   |                                     |
| Budgeted Expenditures in SFY 2024                  | \$1,800   | <u>Status</u>                       |
| Total Expenditures                                 | \$3,600   | Task Force Review                   |
| Line Item Comment from KSDE                        |   |                                     |
| Change Request- previously approved fo             | r line item 39 amount of \$19,800   |                                     |
| ine Item ID: 443-3-0197                            |   |                                     |
| Allocation Type                                    | Is this Item for the 20% Minimuim Lea   | nning Loss Set Aside Expenditure    |
| Direct Allocation                                  | YES - this item is marked for Learning Lo                                       | ss Set Aside Expenditure            |
| Account Name                                       | Account Number  |                                     |
| Summer Certified Salaries - Summer<br>Institute    | 60-2213-119-00-28   |                                     |
| Function Code                                      | Object Code   | Allowable Use                       |
| 2213 - Instructional Staff Training                | 151 - Additional compensation paid to   | 12 - Addressing learning loss among |

## CHANGE REQUEST: REVIOUSLY APPROVED - SUBMITTING A CHANGE TO ALLOW FUNDS NOT USED IN 22-23 TO BE PUT BACK SO THEY CAN BE USED FOR RETENTION/PREMIUM PAY.

Previously approved in 20-21 with ESSER II funds from 76-1000-119-XX-828 - Will repeat this activity in June 2022 USD 443 is a district of over 7,300 students of which over three fourths of the students are receiving Free and Reduced lunch support, almost ten percent are migrant and almost half of all students are English Language Learners. During the 2020-21 school year the district experienced major disruptions, as did all school districts, with the Covid outbreak and responses that impacted all of our students, but disproportionately impacting our large population of English Learners and students in poverty. The school district's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past school year but also longitudinally underperforming academic achievement is to improve the effectiveness and efficiency of the instruction provided to our students. The district follows Collective Efficacy research from the 1990's by Albert Bandura and more recently, supported by Dr. John Hattie's Visible Learning Research in 2016. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandera defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." (Bandura, A. 1993). Dr. Hattie's description of research states; "Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students." (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.

During the summer of 2021 the school district enrolled 284 staff members representing certified and classified employees from USD 443 and the Special Education Cooperative #613. Staff met four hours a day for twelve days to increase Collective Efficacy with the following objectives:

1. Involve as many staff as possible who support literacy instruction

2. Increase the system understanding and application of district processes such as MTSS, PLCs, Progress Monitoring Flow Charts, knowledge of district resources and how to interpret literacy screeners and diagnostics.

3. Embrace an asset vs deficit mindset to ensure equity and adequacy for all students regardless of ethnicity, gender, socialeconomic status and primary language spoken in the home.

4. Culminate in a "capstone" project of utilizing all of the training to develop detailed and purposeful literacy lesson plans that focuses on Tiers 1, 2 and 3 supports driven by Kansas literacy standards and student present levels of performance data. 5. Increase the "multiplier effect" of staff who will be able to take the knowledge gained, apply it and to support colleagues who were not in attendance. We believe the best way to address learning loss but also to begin to close the achievement gap too many of USD 443 students face in literacy is to invest in the knowledge and applications of effective instructional practices of our staff. It is for this reason we feel the ESSER fund application should be approved as the dollars spent are proven through decades of research to have a high correlation to increasing student achievement they are also dollars spend now that will have returns on this investment for many years to come.

## References:

BANDURA, A. (1993). Perceived self-efficacy in cognitive development and functioning. Educational Psychologist, 28 (2), 117–148. (Abstract)

HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: Scholarship of Teaching and Learning in Psychology, 1 (1), 79-91. (Abstract

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$0       |
| Budgeted Expenditures in SFY 2023 | \$155,201 |
| Budgeted Expenditures in SFY 2024 | \$200,000 |
| Total Expenditures                | \$355,201 |

<u>Status</u> Task Force Review

## Line Item Comment from KSDE

Change Request- previously approved for line item 15 amount of \$460,000

| Allocation Type<br>Direct Allocation   | YES - this item is marked for Learning I   | Loss Sat Asida Expanditura   |
|--|--|--|
|  | TES - this item is marked for Learning   |  |
| Account Name   | Account Number   |  |
| EXITO Program Supervisor FICA  | 60-2211-220-00-886   |  |
| Function Code  | Object Code  | Allowable Use  |
| 2211 - Supervision of Improvement of<br>Instruction Services   | 220 - Social Security Contributions  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures withi   | n the account and how they will addres   | ss a COVID-19 need   |
| •  | below, please add back in: EXITO Program   |  |
| Budgeted Expenditures in SFY 2021  | \$0  |  |
| Budgeted Expenditures in SFY 2022  | \$275  |  |
| Budgeted Expenditures in SFY 2023  | \$275  |  |
| •  | \$276  | Status   |
| Budgeted Expenditures in SFY 2024  |  |  |
| Total Expenditures Line Item Comment from KSDE Change Request- previously approved fo  |  | Task Force Review  |
| Total Expenditures Line Item Comment from KSDE Change Request- previously approved fo ne Item ID: 443-3-0003   |  |  |
| Total Expenditures Line Item Comment from KSDE Change Request- previously approved fo ne Item ID: 443-3-0003 Allocation Type   | r line item 12 with the same amount.   | earning Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item Comment from KSDE<br>Change Request- previously approved fo<br>ne Item ID: 443-3-0003<br>Allocation Type<br>Direct Allocation<br>Account Name   | r line item 12 with the same amount.<br>Is this Item for the 20% Minimuim L  | earning Loss Set Aside Expenditure   |
| Total Expenditures Line Item Comment from KSDE Change Request- previously approved fo ne Item ID: 443-3-0003 Allocation Type Direct Allocation Account Name EXITO Program Extra Curricular Hourly  | r line item 12 with the same amount.<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I  | earning Loss Set Aside Expenditure   |
| Total Expenditures Line Item Comment from KSDE Change Request- previously approved fo ne Item ID: 443-3-0003 Allocation Type Direct Allocation Account Name EXITO Program Extra Curricular Hourly Unemployomen   | r line item 12 with the same amount.<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number  | earning Loss Set Aside Expenditure   |
| Total Expenditures<br>Line Item Comment from KSDE<br>Change Request- previously approved fo<br>ne Item ID: 443-3-0003<br>Allocation Type<br>Direct Allocation  | r line item 12 with the same amount.<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>60-1000-250-00-886  | earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure   |
| Total Expenditures Line Item Comment from KSDE Change Request- previously approved fo ne Item ID: 443-3-0003 Allocation Type Direct Allocation Account Name EXITO Program Extra Curricular Hourly Unemployomen Function Code 1000 - Instruction  | r line item 12 with the same amount.<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>60-1000-250-00-886<br>Object Code   | earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Total Expenditures Line Item Comment from KSDE Change Request- previously approved fo ne Item ID: 443-3-0003 Allocation Type Direct Allocation Account Name EXITO Program Extra Curricular Hourly Unemployomen Function Code 1000 - Instruction Please describe the expenditures withi   | r line item 12 with the same amount.<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>60-1000-250-00-886<br>Object Code<br>260 - Unemployment Compensation<br>n the account and how they will address   | earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Total Expenditures Line Item Comment from KSDE Change Request- previously approved fo ne Item ID: 443-3-0003 Allocation Type Direct Allocation Account Name EXITO Program Extra Curricular Hourly Unemployomen Function Code 1000 - Instruction Please describe the expenditures withi EXITO, (Exploration In Transition Opportu   | r line item 12 with the same amount.<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>60-1000-250-00-886<br>Object Code<br>260 - Unemployment Compensation<br>n the account and how they will address   | earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Total Expenditures Line Item Comment from KSDE Change Request- previously approved fo ne Item ID: 443-3-0003 Allocation Type Direct Allocation Account Name EXITO Program Extra Curricular Hourly Unemployomen Function Code 1000 - Instruction Please describe the expenditures withi EXITO, (Exploration In Transition Opportu Budgeted Expenditures in SFY 2021                                   | r line item 12 with the same amount.<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>60-1000-250-00-886<br>Object Code<br>260 - Unemployment Compensation<br>n the account and how they will addrees<br>unities)- UNEMPLOYMENT                 | earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Total Expenditures Line Item Comment from KSDE Change Request- previously approved fo ne Item ID: 443-3-0003 Allocation Type Direct Allocation Account Name EXITO Program Extra Curricular Hourly Unemployomen Function Code 1000 - Instruction  | r line item 12 with the same amount.<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>60-1000-250-00-886<br>Object Code<br>260 - Unemployment Compensation<br>n the account and how they will address<br>unities)- UNEMPLOYMENT<br>\$0          | earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Total Expenditures Line Item Comment from KSDE Change Request- previously approved fo ne Item ID: 443-3-0003 Allocation Type Direct Allocation Account Name EXITO Program Extra Curricular Hourly Unemployomen Function Code 1000 - Instruction Please describe the expenditures withi EXITO, (Exploration In Transition Opportu Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | r line item 12 with the same amount.<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>60-1000-250-00-886<br>Object Code<br>260 - Unemployment Compensation<br>n the account and how they will addrees<br>unities)- UNEMPLOYMENT<br>\$0<br>\$123 | earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure               |   |
|---|---|---|
| Account Name  | Account Number  |   |
| EXITO Program Extra Curricular Hourly<br>Workman's Co   | 60-1000-260-00-886  |   |
| Function Code   | Object Code   | Allowable Use   |
|   |   |   |
| 1000 - Instruction  | 270 - Worker's Compensation   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| 1000 - Instruction Please describe the expenditures withi   |   | students, including vulnerable populations.   |
| Please describe the expenditures withi  | n the account and how they will add   | students, including vulnerable populations.   |
|   | n the account and how they will add   | students, including vulnerable populations.   |
| <b>Please describe the expenditures withi</b><br>EXITO, (Exploration In Transition Opportu  | <b>n the account and how they will add</b><br>inities)- WORKMAN'S COMP          | students, including vulnerable populations.   |
| Please describe the expenditures withi<br>EXITO, (Exploration In Transition Opportu<br>Budgeted Expenditures in SFY 2021                                      | <b>n the account and how they will add</b><br>inities)- WORKMAN'S COMP<br>\$0   | students, including vulnerable populations.   |
| Please describe the expenditures withi<br>EXITO, (Exploration In Transition Opportu<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | n the account and how they will add<br>inities)- WORKMAN'S COMP<br>\$0<br>\$153 | students, including vulnerable populations.   |

| Allocation Type           | <u>Is this Item for the 20% Minimuim Lea</u>  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |  |
|---------------------------|---|---|--|--|
| Direct Allocation         | YES - this item is marked for Learning Lo   | YES - this item is marked for Learning Loss Set Aside Expenditure                     |  |  |
| Account Name              | Account Number  |   |  |  |
| EXITO Program Field Trips | 60-1000-519-01-886  | 60-1000-519-01-886  |  |  |
| Function Code             | Object Code   | Allowable Use   |  |  |
| 1000 - Instruction        | 519 - Other Sources of Student<br>Transportation Services (Including<br>mileage paid in Lieu of Transportation) | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |

EXITO, (Exploration In Transition Opportunities)- FIELD TRIPS

Examples: Hutchinson Cosmosphere, Garden City Zoo, Exploration Place in Wichita and College visits for High School Students.

This program will allow our district to take students who might not have the opportunity to visit such places to experience and learn from what they have to offer.

EXITO, (Exploration In Transition Opportunities), is an out-of-school project serving students enrolled at Dodge City High School, Comanche Middle School, Dodge City Middle School, Linn Elementary and Beeson Elementary. EXITO is a STEAM (Science, Technology, Engineering, Arts, Math) centered program that provides an innovative interdisciplinary curriculum that cultivates kids' academic interests and expands their knowledge. EXITO staff regularly engages students in hands-on projects so they learn more deeply by applying STEAM concepts. EXITO incorporates skill-building activities, language acquisition, career exploration and other enrichment opportunities into the curriculum.

In addition to enrichment opportunities, we offer homework assistance & tutoring and strive to provide a safe, positive environment conducive to academic and emotional success. Homework time is an opportunity for our kids to get ahead in the classroom leaving more time for families to be together at home.

The primary purpose of the EXITO project is to serve at-risk students struggling with academic and cultural adaptation. Slightly over 47% of Dodge City secondary students' first language is one other than English, and their low English proficiency qualifies them for English Language (EL) services. In addition, over 78% of secondary students come from families whose incomes are low enough that they qualify for free or reduced lunch (FRL) prices.

COVID-19 resulted in significant setbacks for our most vulnerable students, English learners, newcomers and those living in poverty, who often did not have a computer, reliable internet connection or a workspace to learn at home. EXITO staff knew an intervention was needed to make up for those losses. This includes relying on staff's expertise in social-emotional learning and trauma-informed care to help kids recover emotionally.

COVID-19 also brought awareness to the need of implementing innovative programming to keep students safe and engaged in learning regardless of physical setting and social distancing requirements. EXITO staff quickly learned students needed a safe space to catch up, keep up, and emerge from this crisis strong, resilient, and hopeful.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$6,100  |
| Budgeted Expenditures in SFY 2023 | \$6,100  |
| Budgeted Expenditures in SFY 2024 | \$6,100  |
| Total Expenditures                | \$18,300 |

| <u>Status</u> | <br> |  |
|---------------|------|--|
| Approved      |      |  |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
|--|---|---|--|
| Direct Allocation                                      | YES - this item is marked for Learning Loss Set Aside Expenditure     |   |  |
| <u>Account Name</u><br>EXITO Program Family Engagement | <u>Account Number</u><br>60-1000-607-01-886                           |   |  |
| Function Code  | Object Code Allowable Use   |   |  |
| 1000 - Instruction                                     | 600 - SUPPLIES AND MATERIALS  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |

EXITO, (Exploration In Transition Opportunities)- FAMILY ENGAGEMENT ACTIVITIES

Parent nights for families to come together to learn about the Exito program and what the students are doing throughout the year.

Family engagement is crucial now more than ever. As Dodge City Public Schools responds to the disruptions created by COVID-19, we recognize the need to invest in addressing the long-term impacts of this pandemic. We understand that first and foremost we need to work the hardest to reach those families most impacted and most vulnerable. Due to the COVID-19 pandemic families were left to care for their children's physical, emotional, and educational needs in unprecedented ways. In response to COVID-19 there are lots of great educational resources shared and repurposed for families at home. It's a big challenge to navigate through online offerings, daily activities, and parenting advice. We know that these resources and services are not evenly accessible across communities. EXITO staff plans to coordinate support programming for families in order to address challenges and further foster relationships with parents and families, these with the purpose to elevate the critical role of families in supporting youth's education.

Two big goals for EXITO family engagement component is to create activities that help families overcome their fears and anxieties and tap into their existing knowledge and skills about STEM; as well as to help parents understand how to integrate STEM into their everyday routines with activities with accessible materials for use at home.

| Budgeted Expenditures in SFY 2022 | \$5,500 |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2023 | \$5,500 |               |
| Budgeted Expenditures in SFY 2024 | \$5,500 | <u>Status</u> |
| Total Expenditures \$             | 16,500  | Approved      |

| <u>Allocation Type</u><br>Direct Allocation                           | Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Lo | •   |
|---|---|---|
| Account Name<br>EXITO Program Instructional Supplies<br>Function Code | Account Number<br>60-1000-610-01-886<br>Object Code                               | Allowable Use   |
| 1000 - Instruction  | 610 - General Supplies and Materials  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

EXITO, (Exploration In Transition Opportunities)- INSTRUCTIONAL MATERIALS AND SUPPLIES

EXITO Afterschool program is an important venue where ambitious STEAM learning can occurs. Beyond simply extending the school day, or providing more school-like instruction after school, EXITO afterschool program offers a unique learning environment often quite different from the traditional school structure. While afterschool programming focuses on academic enrichment, the activities are often infused with a youth development perspective that emphasizes active and collaborative learning, developing a sense of mastery, application and meaningful participation.

Instructional materials include a wide range of resources that can be used by EXITO staff to plan for and enact learning experiences for students. In general, they are the concrete resources; lesson plans, and curriculum materials that provide educators with activities and guidance to help students accomplish particular aims. EXITO employs the use of traditional and unconventional supplies which may include STEAM kits, art kits, rockets and engineering models, as well as everyday items that students can connect to STEAM learning at home, school, nature and other areas of life. The latter is particularly important and relevant as families saw the need for unconventional learning during the pandemic, when making conversions from the metric system to imperial became an opportunity for students to bond with their parents while providing opportunities to apply their learning.

| Budgeted Expenditures in SFY 2021 | \$O      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$10,500 |               |
| Budgeted Expenditures in SFY 2023 | \$10,500 |               |
| Budgeted Expenditures in SFY 2024 | \$10,500 | <u>Status</u> |
| Total Expenditures                | \$31,500 | Approved      |

## Allocation TypeIs this Item for the 20% Minimuim Learning Loss Set Aside ExpenditureDirect AllocationYES - this item is marked for Learning Loss Set Aside ExpenditureAccount NameAccount Number

EXITO Program Program Director Salaries 4.15%

2211 - Supervision of Improvement of

60-2211-120-00-886

## Function Code

Instruction Services

Object Code

120 - Regular Non-Certified Salaries

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

Allowable Use

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

EXITO, (Exploration In Transition Opportunities)- PROGRAM DIRECTOR SALARY The Program director oversees the program, the teachers and the activities. The program director oversees program planning, implementation and evaluates outcomes. A big goal for EXITO is to incorporate community and industry partnership into the programming in the form of tours, speakers and volunteer opportunities. COVID-19 pandemic brought to light the lack of knowledge of community resources within the community, because of this, it is the program director's goal to immerse students into the community and bring community resources directly into the school setting.

The program director arranges community and educational tours, develops community partnerships, plans family engagement opportunities, professional development and assists teachers and coordinators with programming development and implementation.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$3,274 |
| Budgeted Expenditures in SFY 2023 | \$3,274 |
| Budgeted Expenditures in SFY 2024 | \$3,274 |
| Total Expenditures                | \$9,822 |

| <u>Status</u> |  |
|---------------|--|
| Approved      |  |

| <u>llocation Type</u>   | <u>Is this Item for the 20% Minimuim Le</u>   | •  |
|---|---|--|
| Direct Allocation   | YES - this item is marked for Learning L  | oss Set Aside Expenditure  |
| Account Name  | Account Number  |  |
| EXITO Program Program Supervisor<br>Fringe  | 60-2211-212-00-886  |  |
| Function Code   | Object Code   | Allowable Use  |
| 2211 - Supervision of Improvement of<br>Instruction Services  | 210 - Group Insurance   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures with   | in the account and how they will addres   | s a COVID-19 need  |
| EXITO, (Exploration In Transition Opport  | unities)- PROGRAM SUPERVISOR FRINGE   |  |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$326   |  |
| Budgeted Expenditures in SFY 2023   | \$326   |  |
|   |   | Statuc   |
| Budgeted Expenditures in SFY 2024   | \$327   | <u>Status</u>  |
| Total Expenditures  | \$327<br>\$979  | Approved   |
| Total Expenditures ine Item ID: 443-3-0013 Allocation Type  | \$979<br>Is this Item for the 20% Minimuim Le   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 443-3-0013<br>Allocation Type<br>Direct Allocation  | \$979<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L   | Approved   |
| Total Expenditures ne Item ID: 443-3-0013 Allocation Type Direct Allocation Account Name EXITO Program Program Supervisor   | \$979<br>Is this Item for the 20% Minimuim Le   | Approved   |
| Total Expenditures Ine Item ID: 443-3-0013 Allocation Type  | \$979<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number   | Approved   |
| Total Expenditures ne Item ID: 443-3-0013 Allocation Type Direct Allocation Account Name EXITO Program Program Supervisor Unemployment  | \$979<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2211-250-00-886   | Approved   |
| Total Expenditures Total Expenditures ne Item ID: 443-3-0013 Allocation Type Direct Allocation Account Name EXITO Program Program Supervisor Unemployment Function Code 2211 - Supervision of Improvement of Instruction Services   | \$979<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2211-250-00-886<br>Object Code  | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.   |
| Total Expenditures Total Expenditures ne Item ID: 443-3-0013 Allocation Type Direct Allocation Account Name EXITO Program Program Supervisor Unemployment Function Code 2211 - Supervision of Improvement of Instruction Services Please describe the expenditures with   | \$979<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2211-250-00-886<br>Object Code<br>260 - Unemployment Compensation   | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Allowable Use  Covident Structure  Allowable Use  Covident Structure   |
| Total Expenditures Ine Item ID: 443-3-0013 Allocation Type Direct Allocation Account Name EXITO Program Program Supervisor Unemployment Function Code 2211 - Supervision of Improvement of Instruction Services Please describe the expenditures with EXITO, (Exploration In Transition Opported  | \$979<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2211-250-00-886<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will addres  | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Allowable Use  Covident Structure  Allowable Use  Covident Structure   |
| Total Expenditures Total Expenditures Ine Item ID: 443-3-0013 Allocation Type Direct Allocation Account Name EXITO Program Program Supervisor Unemployment Function Code 2211 - Supervision of Improvement of Instruction Services Please describe the expenditures with EXITO, (Exploration In Transition Opportu Budgeted Expenditures in SFY 2021                                  | \$979<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning L<br>Account Number<br>60-2211-250-00-886<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>unities)- PROGRAM SUPERVISOR UNEMPLO                | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Allowable Use  Allowable Use  Covident of the statement o |
| Total Expenditures Total Expenditures ne Item ID: 443-3-0013 Allocation Type Direct Allocation Account Name EXITO Program Program Supervisor Unemployment Function Code 2211 - Supervision of Improvement of Instruction Services Please describe the expenditures with EXITO, (Exploration In Transition Opporte Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$979<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning L<br>Account Number<br>60-2211-250-00-886<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>unities)- PROGRAM SUPERVISOR UNEMPLO<br>\$0         | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Allowable Use  Covident Structure  Allowable Use  Covident Structure   |
| Total Expenditures Total Expenditures ne Item ID: 443-3-0013 Allocation Type Direct Allocation Account Name EXITO Program Program Supervisor Unemployment Function Code 2211 - Supervision of Improvement of Instruction Services Please describe the expenditures with   | \$979<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Le<br>Account Number<br>60-2211-250-00-886<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>unities)- PROGRAM SUPERVISOR UNEMPLO<br>\$0<br>\$4 | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Allowable Use  Covident Structure  Allowable Use  Covident Structure   |

| Direct Allocation   | YES - this item is marked for Learning   | Loss Set Aside Expenditure  |
|---|--|---|
|   |  |   |
| Account Name  | Account Number   |   |
| EXITO Program Program Supervisor<br>Workman's Comp  | 60-2211-260-00-886   |   |
| Function Code   | Object Code  | Allowable Use   |
| 2211 - Supervision of Improvement of<br>Instruction Services  | 270 - Worker's Compensation  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures with   | in the account and how they will addre   | ess a COVID-19 need   |
| EXITO, (Exploration In Transition Opportu   | unities)- PROGRAM SUPERVISOR WORK  | MAN'S COMP  |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2022   | \$4  |   |
| Budgeted Expenditures in SFY 2023   | \$4  |   |
| Budgeted Expenditures in SFY 2024   | \$5  | <u>Status</u>   |
| Total Expenditures  | \$13   | Approved  |
| •   |  |   |
| ne Item ID: 443-3-0016  | Is this Item for the 20% Minimuim  | Learning Loss Set Aside Expenditure   |
| ne Item ID: 443-3-0016<br>Allocation Type   |  | Learning Loss Set Aside Expenditure   |
| ne Item ID: 443-3-0016<br><u>Allocation Type</u><br>Direct Allocation   | YES - this item is marked for Learning   | •   |
| ne Item ID: 443-3-0016<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u>  | YES - this item is marked for Learning<br>Account Number   | •   |
| ne Item ID: 443-3-0016<br><u>Allocation Type</u><br>Direct Allocation   | YES - this item is marked for Learning   | •   |
| ne Item ID: 443-3-0016<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u>  | YES - this item is marked for Learning<br>Account Number   | • ·   |
| ne Item ID: 443-3-0016<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>Fica Summer Institute   | YES - this item is marked for Learning<br><u>Account Number</u><br>60-2213-220-XX-828  | Loss Set Aside Expenditure  |
| ne Item ID: 443-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Fica Summer Institute<br>Function Code<br>2213 - Instructional Staff Training<br>Services   | YES - this item is marked for Learning<br><u>Account Number</u><br>60-2213-220-XX-828<br><u>Object Code</u><br>220 - Social Security Contributions   | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.                              |
| ne Item ID: 443-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Fica Summer Institute<br>Function Code<br>2213 - Instructional Staff Training   | YES - this item is marked for Learning<br>Account Number<br>60-2213-220-XX-828<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addre   | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.                              |
| ne Item ID: 443-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Fica Summer Institute<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures withing   | YES - this item is marked for Learning<br>Account Number<br>60-2213-220-XX-828<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addre   | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.                              |
| ne Item ID: 443-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Fica Summer Institute<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures withing<br>SUMMER INSTITUTE Previously approve  | YES - this item is marked for Learning<br>Account Number<br>60-2213-220-XX-828<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addre<br>id in 20-21 with ESSER II funds - FICA                           | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.                              |
| ne Item ID: 443-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Fica Summer Institute<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures withing<br>SUMMER INSTITUTE Previously approve<br>Budgeted Expenditures in SFY 2021   | YES - this item is marked for Learning<br>Account Number<br>60-2213-220-XX-828<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addre<br>d in 20-21 with ESSER II funds - FICA<br>\$0                     | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.                              |
| ne Item ID: 443-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Fica Summer Institute<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures withing<br>SUMMER INSTITUTE Previously approve<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | YES - this item is marked for Learning<br>Account Number<br>60-2213-220-XX-828<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addre<br>id in 20-21 with ESSER II funds - FICA<br>\$0<br>\$0<br>\$0      | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.                              |
| ne Item ID: 443-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Fica Summer Institute<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures withing<br>SUMMER INSTITUTE Previously approve<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | YES - this item is marked for Learning<br>Account Number<br>60-2213-220-XX-828<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addre<br>id in 20-21 with ESSER II funds - FICA<br>\$0<br>\$0<br>\$17,500 | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         esss a COVID-19 need |

| Allocation Type   | <u>Is this Item for the 20% Minimuim Le</u>   | •   |
|---|---|---|
| Direct Allocation   | YES - this item is marked for Learning L  | oss Set Aside Expenditure   |
| Account Name  | Account Number  |   |
| Unemployment Summer Instutitute   | 60-2213-250-XX-828  |   |
| Function Code   | Object Code   | Allowable Use   |
| 2313 - Board Treasurer Services   | 260 - Unemployment Compensation   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures withi  | in the account and how they will addres   | s a COVID-19 need   |
| SUMMER INSTITUTE Previously approve   | d in 20-21 with ESSER II funds - UNEMPLC  | DYMENT  |
| Budgeted Expenditures in SFY 2021   | \$0   |   |
| Budgeted Expenditures in SFY 2022   | \$0   |   |
| Budgeted Expenditures in SFY 2023   | \$215   |   |
|   | ha  | Status  |
| Budgeted Expenditures in SFY 2024   | \$215   | <u>Status</u>   |
| Total Expenditures  | \$215<br>\$430  | Approved  |
| Total Expenditures ne Item ID: 443-3-0018 Allocation Type   | \$430<br>Is this Item for the 20% Minimuim Le   | Approved  |
| Total Expenditures ne Item ID: 443-3-0018 Allocation Type Direct Allocation   | \$430<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L   | Approved  |
| Total Expenditures ne Item ID: 443-3-0018 Allocation Type   | \$430<br>Is this Item for the 20% Minimuim Le   | Approved  |
| Total Expenditures ne Item ID: 443-3-0018 Allocation Type Direct Allocation Account Name  | \$430<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number   | Approved  |
| Total Expenditures ne Item ID: 443-3-0018 Allocation Type Direct Allocation Account Name Work Comp Summer Institute   | \$430<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2213-260-XX-828   | Approved<br>Earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use   |
| Total Expenditures ne Item ID: 443-3-0018 Allocation Type Direct Allocation Account Name Work Comp Summer Institute Function Code 2213 - Instructional Staff Training Services  | \$430<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2213-260-XX-828<br>Object Code  | Approved  Examing Loss Set Aside Expenditure  Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.                    |
| Total Expenditures Total Expenditures ne Item ID: 443-3-0018 Allocation Type Direct Allocation Account Name Work Comp Summer Institute Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi  | \$430<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2213-260-XX-828<br>Object Code<br>270 - Worker's Compensation   | Approved  Examing Loss Set Aside Expenditure  Coss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  s a COVID-19 need |
| Total Expenditures Ine Item ID: 443-3-0018 Allocation Type Direct Allocation Account Name Work Comp Summer Institute Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi SUMMER INSTITUTE Previously approve  | \$430<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning L<br>Account Number<br>60-2213-260-XX-828<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will addres   | Approved  Examing Loss Set Aside Expenditure  Coss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  s a COVID-19 need |
| Total Expenditures Ine Item ID: 443-3-0018 Allocation Type Direct Allocation Account Name Work Comp Summer Institute Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi SUMMER INSTITUTE Previously approve Budgeted Expenditures in SFY 2021  | \$430<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning L<br>Account Number<br>60-2213-260-XX-828<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will address<br>d in 20-21 with ESSER II funds - WORKMA   | Approved  Examing Loss Set Aside Expenditure  Coss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  s a COVID-19 need |
| Total Expenditures Total Expenditures Ine Item ID: 443-3-0018 Allocation Type Direct Allocation Account Name Work Comp Summer Institute Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi SUMMER INSTITUTE Previously approve Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$430<br><b>Is this Item for the 20% Minimuim Lee</b><br>YES - this item is marked for Learning Lee<br><b>Account Number</b><br>60-2213-260-XX-828<br><b>Object Code</b><br>270 - Worker's Compensation<br><b>in the account and how they will address</b><br>d in 20-21 with ESSER II funds - WORKMAR<br>\$0           | Approved  Examing Loss Set Aside Expenditure  Coss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  s a COVID-19 need |
| Total Expenditures Total Expenditures ne Item ID: 443-3-0018 Allocation Type Direct Allocation Account Name Work Comp Summer Institute Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi  | \$430<br><b>Is this Item for the 20% Minimuim Lee</b><br>YES - this item is marked for Learning L<br><b>Account Number</b><br>60-2213-260-XX-828<br><b>Object Code</b><br>270 - Worker's Compensation<br><b>in the account and how they will addres</b><br>d in 20-21 with ESSER II funds - WORKMA<br>\$0<br>\$0<br>\$0 | Approved  Examing Loss Set Aside Expenditure  Coss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  s a COVID-19 need |

| Direct Allocation  | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I   |   |
|--|---|---|
|  | , in the second s | Loss Sel Aside Experiature  |
| Account Name   | Account Number  |   |
| Fica Summer Institute  | 60-2213-220-XX-827  |   |
| Function Code  | Object Code   | Allowable Use   |
| 2213 - Instructional Staff Training<br>Services  | 220 - Social Security Contributions   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures withi   | in the account and how they will addres   | ss a COVID-19 need  |
| SUMMER INSTITUTE Previously approve  | -   |   |
| Budgeted Expenditures in SFY 2021  | \$0   |   |
| Budgeted Expenditures in SFY 2022  | \$0   |   |
| Budgeted Expenditures in SFY 2023  | \$7,802   |   |
|  | \$7,802   | Status  |
| Budgeted Expenditures in SFY 2024  | Ψ1,002  |   |
| ne Item ID: 443-3-0021   | \$15,604  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0021<br>Allocation Type<br>Direct Allocation  |   | Approved  |
| Total Expenditures ne Item ID: 443-3-0021 Allocation Type  | \$15,604<br>Is this Item for the 20% Minimuim L   | Approved  |
| Total Expenditures ne Item ID: 443-3-0021 Allocation Type Direct Allocation Account Name   | \$15,604<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I   | Approved  |
| Total Expenditures ne Item ID: 443-3-0021 Allocation Type Direct Allocation Account Name Unemployment Summer Instutitute   | \$15,604<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number   | Approved  |
| Total Expenditures ne Item ID: 443-3-0021 Allocation Type Direct Allocation  | \$15,604<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>60-2213-250-XX-827   | Approved<br>earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 443-3-0021 Allocation Type Direct Allocation Account Name Unemployment Summer Instutitute Function Code 2213 - Instructional Staff Training Services  | \$15,604<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>60-2213-250-XX-827<br>Object Code  | Approved  earning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.                     |
| Total Expenditures Total Expenditures ne Item ID: 443-3-0021 Allocation Type Direct Allocation Account Name Unemployment Summer Instutitute Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi  | \$15,604<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>60-2213-250-XX-827<br>Object Code<br>260 - Unemployment Compensation   | Approved  earning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need |
| Total Expenditures Total Expenditures Ine Item ID: 443-3-0021 Allocation Type Direct Allocation Account Name Unemployment Summer Instutitute Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi SUMMER INSTITUTE Previously approve   | \$15,604<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>60-2213-250-XX-827<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address   | Approved  earning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need |
| Total Expenditures Ine Item ID: 443-3-0021 Allocation Type Direct Allocation Account Name Unemployment Summer Instutitute Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi SUMMER INSTITUTE Previously approve Budgeted Expenditures in SFY 2021  | \$15,604<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>60-2213-250-XX-827<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>d in 20-21 with ESSER II funds - UNEMPLO   | Approved  earning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need |
| Total Expenditures Total Expenditures Ine Item ID: 443-3-0021 Allocation Type Direct Allocation Account Name Unemployment Summer Instutitute Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi SUMMER INSTITUTE Previously approve Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$15,604<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>60-2213-250-XX-827<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>d in 20-21 with ESSER II funds - UNEMPLY<br>\$0  | Approved  earning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need |
| Total Expenditures ne Item ID: 443-3-0021 Allocation Type Direct Allocation Account Name Unemployment Summer Instutitute Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi   | \$15,604<br><b>Is this Item for the 20% Minimuim L</b><br>YES - this item is marked for Learning I<br><b>Account Number</b><br>60-2213-250-XX-827<br><b>Object Code</b><br>260 - Unemployment Compensation<br><b>in the account and how they will address</b><br>d in 20-21 with ESSER II funds - UNEMPLO<br>\$0<br>\$0<br>\$0  | Approved  earning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need |

| Illocation Type   | Is this Item for the 20% Minimuim Lea  |   |
|---|--|---|
| Direct Allocation   | YES - this item is marked for Learning Lo  | oss Set Aside Expenditure   |
| Account Name  | Account Number   |   |
| Work Comp Summer Institute  | 60-2213-260-XX-827   |   |
| Function Code   | Object Code  | Allowable Use   |
| 2213 - Instructional Staff Training<br>Services   | 270 - Worker's Compensation  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.                                     |
| Please describe the expenditures withi  | n the account and how they will address  | a COVID-19 need   |
| SUMMER INSTITUTE Previously approve   | d in 20-21 with ESSER II funds - WORKMAN   | N'S COMP  |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2022   | \$0  |   |
| Budgeted Expenditures in SFY 2023   | \$252  |   |
|   | \$252  | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024   | $\psi L J L$   |   |
| <b>-</b> .  | \$504  | Approved  |
| Total Expenditures  |  | Approved  |
| •   |  | Approved  |
| Total Expenditures  |  |   |
| ne Item ID: 443-3-0023  | \$504  | arning Loss Set Aside Expenditure   |
| Total Expenditures ne Item ID: 443-3-0023 Allocation Type   | \$504<br>Is this Item for the 20% Minimuim Lea   | arning Loss Set Aside Expenditure   |
| Total Expenditures ne Item ID: 443-3-0023 Allocation Type Direct Allocation   | \$504<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo  | arning Loss Set Aside Expenditure   |
| Total Expenditures ne Item ID: 443-3-0023 Allocation Type Direct Allocation Account Name  | \$504<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number  | arning Loss Set Aside Expenditure   |
| Total Expenditures ne Item ID: 443-3-0023 Allocation Type Direct Allocation Account Name Summer Institute Presenter Pay   | \$504<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>60-2213-119-00-828  | arning Loss Set Aside Expenditure<br>oss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 443-3-0023 Allocation Type Direct Allocation Account Name Summer Institute Presenter Pay Function Code 2213 - Instructional Staff Training Services  | \$504<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>60-2213-119-00-828<br>Object Code<br>151 - Additional compensation paid to<br>teachers  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.                    |
| Total Expenditures ne Item ID: 443-3-0023 Allocation Type Direct Allocation Account Name Summer Institute Presenter Pay Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi   | \$504<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>60-2213-119-00-828<br>Object Code<br>151 - Additional compensation paid to<br>teachers<br>n the account and how they will address   | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.                    |
| Total Expenditures ne Item ID: 443-3-0023 Allocation Type Direct Allocation Account Name Summer Institute Presenter Pay Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi Presenter pay for Summer Institute Line 7   | \$504<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>60-2213-119-00-828<br>Object Code<br>151 - Additional compensation paid to<br>teachers<br>n the account and how they will address   | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>a COVID-19 need |
| Total Expenditures ne Item ID: 443-3-0023 Allocation Type Direct Allocation Account Name Summer Institute Presenter Pay Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi Presenter pay for Summer Institute Line T Previously approved in 20-21 with ESSEF   | \$504<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>60-2213-119-00-828<br>Object Code<br>151 - Additional compensation paid to<br>teachers<br>n the account and how they will address<br>16 and 20  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>a COVID-19 need |
| Total Expenditures Total Expenditures ne Item ID: 443-3-0023 Allocation Type Direct Allocation Account Name Summer Institute Presenter Pay Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi Presenter pay for Summer Institute Line Previously approved in 20-21 with ESSEF Budgeted Expenditures in SFY 2021                  | \$504<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>60-2213-119-00-828<br>Object Code<br>151 - Additional compensation paid to<br>teachers<br>n the account and how they will address<br>16 and 20<br>X II funds - Will repeat this activity in June 20                             | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>a COVID-19 need |
| Total Expenditures ne Item ID: 443-3-0023 Allocation Type Direct Allocation Account Name Summer Institute Presenter Pay Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi Presenter pay for Summer Institute Line 7   | \$504<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>60-2213-119-00-828<br>Object Code<br>151 - Additional compensation paid to<br>teachers<br>n the account and how they will address<br>16 and 20<br>X II funds - Will repeat this activity in June 20<br>\$0                      | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>a COVID-19 need |
| Total Expenditures ne Item ID: 443-3-0023 Allocation Type Direct Allocation Account Name Summer Institute Presenter Pay Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi Presenter pay for Summer Institute Line 7 Previously approved in 20-21 with ESSEF Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$504<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>60-2213-119-00-828<br>Object Code<br>151 - Additional compensation paid to<br>teachers<br>n the account and how they will address<br>16 and 20<br>R II funds - Will repeat this activity in June 20<br>\$0<br>\$0<br>\$0<br>\$0 | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>a COVID-19 need |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |   |
|--|---|---|
| Direct Allocation  | YES - this item is marked for Learning L  | oss Set Aside Expenditure   |
| Account Name   | Account Number  |   |
| Fica Summer Institute Presenter Pay  | 60-2213-220-XX-828  |   |
| Function Code  | Object Code   | Allowable Use   |
| 2213 - Instructional Staff Training<br>Services  | 220 - Social Security Contributions   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures with  | in the account and how they will addres   | s a COVID-19 need   |
| FICA for Summer Institute line 16 and 20<br>Previously approved in 20-21 with ESSE   | R II funds - Will repeat this activity in June  | 2022  |
| Budgeted Expenditures in SFY 2021  | \$0   |   |
| Budgeted Expenditures in SFY 2022  | \$0   |   |
| Budgeted Expenditures in SFY 2023  | \$765   |   |
| Budgeted Experialtures in SIT 2025   |   | Status  |
| •  | \$765   | Status  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0025<br>Allocation Type   | \$765<br>\$1,530<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Unemployment Summer Instutitute   | \$1,530<br>Is this Item for the 20% Minimuim Le   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Unemployment Summer Instutitute<br>Presenter Pay<br>Function Code   | \$1,530<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Unemployment Summer Instutitute<br>Presenter Pay  | \$1,530<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2213-250-XX-828   | Approved<br>earning Loss Set Aside Expenditure<br>.oss Set Aside Expenditure<br>Allowable Use   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Unemployment Summer Instutitute<br>Presenter Pay<br>Function Code<br>2213 - Instructional Staff Training<br>Services  | \$1,530<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2213-250-XX-828<br>Object Code  | Approved  Examing Loss Set Aside Expenditure  Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.                    |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Unemployment Summer Instutitute<br>Presenter Pay<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures with<br>Unemployment for summer Institute line   | \$1,530<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning L<br>Account Number<br>60-2213-250-XX-828<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will addres   | Approved  Examing Loss Set Aside Expenditure  Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  s a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Unemployment Summer Instutitute<br>Presenter Pay<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures with<br>Unemployment for summer Institute line<br>Previously approved in 20-21 with ESSE   | \$1,530<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning L<br>Account Number<br>60-2213-250-XX-828<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>16 and 20   | Approved  Examing Loss Set Aside Expenditure  Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  s a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Unemployment Summer Instutitute<br>Presenter Pay<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures with<br>Unemployment for summer Institute line<br>Previously approved in 20-21 with ESSE<br>Budgeted Expenditures in SFY 2021                                      | \$1,530<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning L<br>Account Number<br>60-2213-250-XX-828<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>a 16 and 20<br>R II funds - Will repeat this activity in June                             | Approved  Examing Loss Set Aside Expenditure  Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  s a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Unemployment Summer Instutitute<br>Presenter Pay<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures with<br>Unemployment for summer Institute line<br>Previously approved in 20-21 with ESSE<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$1,530<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning L<br>Account Number<br>60-2213-250-XX-828<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>16 and 20<br>R II funds - Will repeat this activity in June<br>\$0                        | Approved  Examing Loss Set Aside Expenditure  Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  s a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Unemployment Summer Instutitute<br>Presenter Pay<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures with<br>Unemployment for summer Institute line   | \$1,530<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning L<br>Account Number<br>60-2213-250-XX-828<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>a 16 and 20<br>R II funds - Will repeat this activity in June<br>\$0<br>\$0<br>\$0<br>\$0 | Approved  Examing Loss Set Aside Expenditure  Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  s a COVID-19 need |

| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure<br><u>Account Number</u><br>60-2213-260-XX-828 |   |
|--|--|---|
| Direct Allocation  |  |   |
| Account Name   |  |   |
| Work Comp Summer Institute<br>Presenter Pay                                  |  |   |
| Function Code  | Object Code  | Allowable Use   |
| 2213 - Instructional Staff Training<br>Services                              | 270 - Worker's Compensation  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Please describe the expenditures wit   | hin the account and how they will addr   | ess a COVID-19 need   |
| Work Comp for Summer Institute Line<br>Previously approved in 20-21 with ESS | 16 and 20<br>ER II funds - Will repeat this activity in Jun  | e 2022  |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$0  |   |
| Budgeted Expenditures in SFY 2023  | \$12   |   |
| Budgeted Expenditures in SFY 2024  | \$12   | <u>Status</u>   |
| Total Expenditures   | \$24   | Approved  |
|  |  |   |
| ne Item ID: 443-3-0028   |  |   |
| ne Item ID: 443-3-0028<br>Allocation Type                                    | Is this Item for the 20% Minimuim  | Learning Loss Set Aside Expenditure   |
|  | <u>Is this Item for the 20% Minimuim</u><br>NO - this item is not marked for Lear                                |   |
| Allocation Type  |  |   |
| <b>Allocation Type</b><br>Direct Allocation                                  | NO - this item is not marked for Lear  |   |
| Allocation Type<br>Direct Allocation<br>Account Name                         | NO - this item is not marked for Lear<br><u>Account Number</u>   |   |

cost will cover the internet access fee and for additional hotspots purchased to help students and or staff who may have to stay home due to Covid related illness. It allows the students to continue to stay current on their school work and not get behind if they must be at home and it also allows teachers to continue to be in contact with their total classroom.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$69,978 |               |
| Budgeted Expenditures in SFY 2023 | \$0      |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| Total Expenditures                | \$69,978 | Approved      |
|                                   |          |               |

| Allocation Type  | <u>Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure</u>   |   |
|--|--|---|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure   |   |
| Account Name   | Account Number   |   |
| Band Instrument Sanitize DCMS  | 60-1000-429-10-025   |   |
| Function Code  | Object Code  | Allowable Use   |
| 1000 - Instruction   | 429 - Other Cleaning Services  | 7 - Purchasing supplies to sanitize and clean LEA and school facilities.  |
| Please describe the expenditures with  | in the account and how they will add   | ress a COVID-19 need  |
| Band Instrument Sanitize   |  |   |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$3,265  |   |
|  | \$0  |   |
| Budgeted Expenditures in SFY 2023  | 40   |   |
|  | \$0<br>\$0   | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures  | ·  | <u>Status</u><br>Approved   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0030   | \$0  |   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0030  | <u>\$0</u><br>\$3,265  |   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures  | <u>\$0</u><br>\$3,265  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0030<br>Allocation Type   | \$0<br>\$3,265<br>Is this Item for the 20% Minimuin  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0030<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$0<br>\$3,265<br>Is this Item for the 20% Minimum<br>NO - this item is not marked for Lea   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0030<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Band Instrument Sanitize CMS  | \$0<br>\$3,265<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0030<br>Allocation Type<br>Direct Allocation  | \$0<br>\$3,265<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>60-1000-429-18-025  | Approved<br><b>n Learning Loss Set Aside Expenditure</b><br>arning Loss Set Aside Expenditure<br><b>Allowable Use</b>                     |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0030<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Band Instrument Sanitize CMS<br>Function Code   | \$0<br>\$3,265<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>60-1000-429-18-025<br>Object Code<br>429 - Other Cleaning Services  | Approved  Approved  Approved  Approved  Approved  Allowable Use  7 - Purchasing supplies to sanitize and clean LEA and school facilities. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0030<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Band Instrument Sanitize CMS<br>Function Code<br>1000 - Instruction   | \$0<br>\$3,265<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>60-1000-429-18-025<br>Object Code<br>429 - Other Cleaning Services  | Approved  Approved  Approved  Approved  Approved  Allowable Use  7 - Purchasing supplies to sanitize and clean LEA and school facilities. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0030<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Band Instrument Sanitize CMS<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi   | \$0<br>\$3,265<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>60-1000-429-18-025<br>Object Code<br>429 - Other Cleaning Services  | Approved  Approved  Approved  Approved  Approved  Allowable Use  7 - Purchasing supplies to sanitize and clean LEA and school facilities. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0030<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Band Instrument Sanitize CMS<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Band Instrument Sanitize<br>Budgeted Expenditures in SFY 2021  | \$0<br>\$3,265<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>60-1000-429-18-025<br>Object Code<br>429 - Other Cleaning Services<br>in the account and how they will add                      | Approved  Approved  Approved  Approved  Approved  Allowable Use  7 - Purchasing supplies to sanitize and clean LEA and school facilities. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0030<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Band Instrument Sanitize CMS<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Band Instrument Sanitize   | \$0<br>\$3,265<br><b>Is this Item for the 20% Minimuin</b><br>NO - this item is not marked for Lea<br><b>Account Number</b><br>60-1000-429-18-025<br><b>Object Code</b><br>429 - Other Cleaning Services<br>in the account and how they will add | Approved  Approved  Approved  Approved  Approved  Allowable Use  7 - Purchasing supplies to sanitize and clean LEA and school facilities. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Ine Item ID: 443-3-0030<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Band Instrument Sanitize CMS<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withit<br>Band Instrument Sanitize<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$0<br>\$3,265<br>Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>60-1000-429-18-025<br>Object Code<br>429 - Other Cleaning Services<br>in the account and how they will add<br>\$0<br>\$3,992    | Approved  Approved  Approved  Approved  Approved  Allowable Use  7 - Purchasing supplies to sanitize and clean LEA and school facilities. |

| Allocation Type                                       | <u>Is this Item for the 20% Minimuin</u>   | <u>n Learning Loss Set Aside Expenditure</u>                                    |
|---|--|---|
| Direct Allocation                                     | NO - this item is not marked for Learning Loss Set Aside Expenditure <u>Account Number</u> |   |
| Account Name  |  |   |
| Band Instrument Sanitize DCHS                         | 60-1000-429-11-025   |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction                                    | 429 - Other Cleaning Services  | 7 - Purchasing supplies to sanitize and clean LEA and school facilities.        |
| Please describe the expenditures with                 | n the account and how they will add  | ress a COVID-19 need  |
| Band Instrument Sanitize                              |  |   |
| Budgeted Expenditures in SFY 2021                     | \$O  |   |
| Budgeted Expenditures in SFY 2022                     | \$3,524  |   |
| Budgeted Expenditures in SFY 2023                     | \$0  |   |
| Budgeted Expenditures in SFY 2024                     | \$0  | <u>Status</u>   |
| Total Expenditures                                    | \$3,524  | Approved  |
| ine Item ID: 443-3-0032                               |  |   |
| Allocation Type                                       | Is this Item for the 20% Minimuin  | n Learning Loss Set Aside Expenditure   |
| Direct Allocation                                     | YES - this item is marked for Learnin  | g Loss Set Aside Expenditure  |
| Account Name  | Account Number   |   |
| Additional Instructional Coach for<br>DCMS, CMS and D | 60-2200-110-XX-000   |   |
| Function Code   | Object Code  | Allowable Use   |
| 2200 - Support Services (Instructional<br>Staff)      | 110 - Regular Certified Salaries   | 12 - Addressing learning loss among students, including vulnerable populations. |

We are requesting approval of ESSER 3 funds to hire 3 fulltime secondary instructional coaches and 1 full time district Academic Interventionist/Professional Development Coordinator.

Central to this work is a strong tie to research. In particular, the work done by Dr. Jim Knight over the past 20+ years and Dr. John Hattie and his 2018 visible learning factors related to student achievement. Dr. Hattie?s longitudinal meta-analysis identified the correlation of impact between 252 education influences on the student outcome effect size. This body of research is widely used in the public education realm. In particular, this proposal for the use of ESSER funds, will set up the foundational data to then transform our efforts into action plans that address the following influences supported by Dr. Hattie?s work:

1. Collective Teacher Efficacy: This has the greatest effect size of 1.57. The audit will follow Collective Efficacy research from the 1990?s by Albert Bandura and more recently, supported by Dr. John Hattie?s Visible Learning Research in 2018. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandera defines collective efficacy as ?a group?s shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment.? (Bandura, A. 1993). Dr. Hattie?s description of research states; ?Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students.? (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.

2. Impact of Instructional Coaching Supports: ?Evaluation (teaching) and Reflection? shows a .74 effect size in the 2018 metaanalysis findings of Dr. Hattie?s Visible Learning research. This Cohen?s d coefficient is a strong indicator of positive correlation between the activity and positive results. A .40 effect size is the neutral value in the research meaning the activity produces neutral results.

3. Response to Intervention (RTI). This has a 1.29 effect size and is in the top 5 influences. Hattie's Glossary defines Response to Intervention as ?an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement.? The Multiple Tiered System of Supports model is tightly aligned to the RTI model and is the adopted model for Kansas. In addition Interventions for students with learning needs has a .77 effect size and is tightly tied to a Response to Intervention Plan. ?By standardizing the process in which students are referred for increasingly intensive services and incorporating research-based screening tools and assessments, RTI programs provide an overall increase in student achievement.? (Fuchs, D., Fuchs, L. S. 2012).

USD 443?s commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past two school years due to Covid but also to ensure equity through improving the effectiveness and efficiency of the instruction provided to our students. To accomplish these goals it is critical that as a school system we undertake the process of developing and supporting quality instruction and overlay this with focused professional development commitments. This process will be the foundation of our longitudinal continuous improvement planning that addresses student academic, behavioral/social outcomes as well as staff and community alignment and involvement in the processes.

The intended objectives of this ESSER application includes the following:

1. Support teachers? professional growth and efficiency through instructional coaching support around student academic, behavioral/social/emotional needs, alignment of curriculum to standards, identification of what data assessments are needed and measure perceptional feedback from staff on implementation of Multiple Tiered System of Supports, professional collaboration practices, leadership structures, communication effectiveness and collective understanding of the district?s goals.

2. Identify the distributive leadership structures required to develop an action plan for the district and individual school buildings as a response to the gap analysis study.

3. Creation and implementation of a multi-year district professional development plan that aligns to the district?s strategic plan that clearly identifies the goals, action steps, data measurements, review of equity of actions for special populations of our student body (students with disabilities, English Learners, students in foster care) and embeds application to instructional practices.

4. Tighten the connection between standards based curriculum, impactful instruction, data driven decision making, improved collaborative processes and establishing a communication feedback process.

References:

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. Educational Psychologist, 28 (2), 117-148. (Abstract).

Fuchs, D., Fuchs, L. S., and Compton, D. L. (2012). Smart RTI: A next generation approach to multilevel prevention. Exceptional Children, 78(3), 263-279.

HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: Scholarship of Teaching and Learning in Psychology, 1 (1), 79-91. (Abstract).

| Budgeted Expenditures in SFY 2021                     | \$O  |   |
|---|--|---|
| Budgeted Expenditures in SFY 2022                     | \$0  |   |
| Budgeted Expenditures in SFY 2023                     | \$201,980                                      |   |
| Budgeted Expenditures in SFY 2024                     | \$208,100                                      | <u>Status</u>   |
| Total Expenditures                                    | \$410,080                                      | Approved  |
| ine Item ID: 443-3-0033                               |  |   |
| Allocation Type                                       | Is this Item for the 20% Minimuim Le           | arning Loss Set Aside Expenditure   |
| Direct Allocation                                     | YES - this item is marked for Learning L       | oss Set Aside Expenditure   |
| Account Name  | Account Number                                 |   |
| Additional Instructional Coach for<br>DCMS, CMS and D | 60-2200-132-XX-000                             |   |
| Function Code   | Object Code                                    | Allowable Use   |
| 2200 - Support Services (Instructional<br>Staff)      | 151 - Additional compensation paid to teachers | 12 - Addressing learning loss among students, including vulnerable populations. |
| Please describe the expenditures with                 | in the account and how they will address       | a COVID-19 need   |
| •   | , CMS and DCHS 3 FTE - 10 Extra Days bey       |   |
| Pudgeted Expenditures in SEV 2021                     | \$0  |   |
| Budgeted Expenditures in SFY 2021                     |  |   |
| Budgeted Expenditures in SFY 2022                     | \$0<br>¢11.040                                 |   |
| Budgeted Expenditures in SFY 2023                     | \$11,040                                       |   |
| Budgeted Expenditures in SFY 2024                     | \$11,340                                       | <u>Status</u>   |
| Total Expenditures                                    | \$22,380                                       | Approved  |

Line Item ID: 443-3-0034

| Pirect Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure  |  |
|---|--|--|
|   | , i i i i i i i i i i i i i i i i i i i  |  |
| Account Name  | Account Number   |  |
| Additional Instructional Coach for<br>DCMS, CMS and D   | 60-2200-210-XX-000   |  |
| Function Code   | Object Code  | Allowable Use  |
| 2200 - Support Services (Instructional<br>Staff)  | 210 - Group Insurance  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures with   | in the account and how they will addre   | ss a COVID-19 need   |
| Additional Instructional Coach for DCMS   | , CMS and DCHS Fringe 3 FTE: See Line  | 33 for narrative   |
| Budgeted Expenditures in SFY 2021   | \$O  |  |
| Budgeted Expenditures in SFY 2022   | \$0  |  |
| Budgeted Expenditures in SFY 2023   | \$23,607   |  |
|   | \$23,607   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024   | \$25,007   |  |
| Total Expenditures  | \$47,214   | Approved   |
| Total Expenditures<br>ine Item ID: 443-3-0035<br>Allocation Type  | \$47,214<br>Is this Item for the 20% Minimuim L  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 443-3-0035<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$47,214<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning  | Approved   |
| Total Expenditures ne Item ID: 443-3-0035 Allocation Type Direct Allocation Account Name Additional Instructional Coach for   | \$47,214<br>Is this Item for the 20% Minimuim L  | Approved   |
| Total Expenditures The Item ID: 443-3-0035 Allocation Type  | \$47,214<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number  | Approved   |
| Total Expenditures ne Item ID: 443-3-0035 Allocation Type Direct Allocation Account Name Additional Instructional Coach for DCMS, CMS and D   | \$47,214<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>60-2200-220-XX-000  | Approved<br><b>Learning Loss Set Aside Expenditure</b><br>Loss Set Aside Expenditure   |
| Total Expenditures ne Item ID: 443-3-0035 Allocation Type Direct Allocation Account Name Additional Instructional Coach for DCMS, CMS and D Function Code 2200 - Support Services (Instructional Staff)   | \$47,214<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>60-2200-220-XX-000<br>Object Code   | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.   |
| Total Expenditures<br>ne Item ID: 443-3-0035<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>Additional Instructional Coach for<br>DCMS, CMS and D<br><u>Function Code</u><br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures withing   | \$47,214<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>60-2200-220-XX-000<br>Object Code<br>220 - Social Security Contributions  | Approved  Approved |
| Total Expenditures ne Item ID: 443-3-0035 Allocation Type Direct Allocation Account Name Additional Instructional Coach for DCMS, CMS and D Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures withi Additional Instructional Coach for DCMS  | \$47,214<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>60-2200-220-XX-000<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addre  | Approved  Approved |
| Total Expenditures ne Item ID: 443-3-0035 Allocation Type Direct Allocation Account Name Additional Instructional Coach for DCMS, CMS and D Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures withi Additional Instructional Coach for DCMS Budgeted Expenditures in SFY 2021  | \$47,214<br><b>Is this Item for the 20% Minimuim L</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>60-2200-220-XX-000<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>in the account and how they will addre</b><br>, CMS and DCHS 3 FTE FICA: See Line 33                      | Approved  Approved |
| Total Expenditures<br>ne Item ID: 443-3-0035<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>Additional Instructional Coach for<br>DCMS, CMS and D<br><u>Function Code</u><br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures withing   | \$47,214<br><b>Is this Item for the 20% Minimuim L</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>60-2200-220-XX-000<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>in the account and how they will addre</b><br>, CMS and DCHS 3 FTE FICA: See Line 33<br>\$0               | Approved  Approved |
| Total Expenditures Total Expenditures ne Item ID: 443-3-0035 Allocation Type Direct Allocation Account Name Additional Instructional Coach for DCMS, CMS and D Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures withi Additional Instructional Coach for DCMS Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$47,214<br><b>Is this Item for the 20% Minimuim L</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>60-2200-220-XX-000<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>in the account and how they will addre</b><br>, CMS and DCHS 3 FTE FICA: See Line 33<br>\$0<br>\$0<br>\$0 | Approved  Approved |

|  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |  |
|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure   |  |
| Account Name   | Account Number  |  |
| Additional Instructional Coach for<br>DCMS, CMS and D  | 60-2200-250-XX-000  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2200 - Support Services (Instructional<br>Staff)   | 260 - Unemployment Compensation   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures withi   | in the account and how they will addres   | s a COVID-19 need  |
| -  | , CMS and DCHS 3 FTE Unemployoment:   |  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |
| Budgeted Expenditures in SFY 2023  | \$237   |  |
| Budgeted Expenditures in SFY 2024  | \$244   | Status   |
| Total Expenditures   | \$481   | Approved   |
| Direct Allocation Account Name   | Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number  | -  |
| Direct Allocation Account Name   | YES - this item is marked for Learning L  | -  |
| Direct Allocation<br><u>Account Name</u><br>Additional Instructional Coach for<br>DCMS, CMS and D  | YES - this item is marked for Learning L<br><u>Account Number</u>   | -  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Additional Instructional Coach for<br>DCMS, CMS and D<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)   | YES - this item is marked for Learning L<br><u>Account Number</u><br>60-2200-260-XX-000   | oss Set Aside Expenditure  |
| Direct Allocation Account Name Additional Instructional Coach for DCMS, CMS and D Function Code 2200 - Support Services (Instructional Staff)  | YES - this item is marked for Learning L<br><u>Account Number</u><br>60-2200-260-XX-000<br><b>Object Code</b>   | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Direct Allocation<br>Account Name<br>Additional Instructional Coach for<br>DCMS, CMS and D<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures withi  | YES - this item is marked for Learning L<br>Account Number<br>60-2200-260-XX-000<br>Object Code<br>270 - Worker's Compensation  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>s a COVID-19 need  |
| Direct Allocation Account Name Additional Instructional Coach for DCMS, CMS and D Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures withi Additional Instructional Coach for DCMS,  | YES - this item is marked for Learning L<br>Account Number<br>60-2200-260-XX-000<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will address  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>s a COVID-19 need  |
| Direct Allocation Account Name Additional Instructional Coach for DCMS, CMS and D Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures withi Additional Instructional Coach for DCMS, Budgeted Expenditures in SFY 2021  | YES - this item is marked for Learning L<br>Account Number<br>60-2200-260-XX-000<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will address<br>, CMS and DCHS 3 FTEWorkman's comp:                                 | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>s a COVID-19 need  |
| Direct Allocation Account Name Additional Instructional Coach for DCMS, CMS and D Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures withi Additional Instructional Coach for DCMS, Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022  | YES - this item is marked for Learning L<br>Account Number<br>60-2200-260-XX-000<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will address<br>, CMS and DCHS 3 FTEWorkman's comp:<br>\$0                          | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>s a COVID-19 need  |
| Direct Allocation Account Name Additional Instructional Coach for DCMS, CMS and D Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures withi Additional Instructional Coach for DCMS, Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 Budgeted Expenditures in SFY 2023                    | YES - this item is marked for Learning L<br>Account Number<br>60-2200-260-XX-000<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will address<br>, CMS and DCHS 3 FTEWorkman's comp:<br>\$0<br>\$0<br>\$0            | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>s a COVID-19 need  |
| Direct Allocation Account Name Additional Instructional Coach for DCMS, CMS and D Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures within  | YES - this item is marked for Learning L<br>Account Number<br>60-2200-260-XX-000<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will address<br>, CMS and DCHS 3 FTEWorkman's comp:<br>\$0<br>\$0<br>\$294          | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>s a COVID-19 need<br>See line 33 for narrative   |
| Direct Allocation Account Name Additional Instructional Coach for DCMS, CMS and D Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures withi Additional Instructional Coach for DCMS, Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2023 Budgeted Expenditures in SFY 2024 Total Expenditures | YES - this item is marked for Learning L<br>Account Number<br>60-2200-260-XX-000<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will address<br>, CMS and DCHS 3 FTEWorkman's comp:<br>\$0<br>\$0<br>\$294<br>\$301 | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         s a COVID-19 need         See line 33 for narrative                                 |
| Direct Allocation Account Name Additional Instructional Coach for DCMS, CMS and D Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures withi Additional Instructional Coach for DCMS, Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2023 Budgeted Expenditures in SFY 2024                    | YES - this item is marked for Learning L<br>Account Number<br>60-2200-260-XX-000<br>Object Code<br>270 - Worker's Compensation<br>in the account and how they will address<br>, CMS and DCHS 3 FTEWorkman's comp:<br>\$0<br>\$0<br>\$294<br>\$301 | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         s a COVID-19 need         See line 33 for narrative         Status         Approved |

### Account Name

Academic Interventionist/Prof Development Coordina

### Account Number

60-2213-113-00-000

### **Function Code**

2213 - Instructional Staff Training Services

### **Object Code**

111 - Full-Time Certified Salaries

### Allowable Use

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

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

We are requesting approval of ESSER 3 funds to hire 3 fulltime secondary instructional coaches and 1 full time district Academic Interventionist/Professional Development Coordinator.

Central to this work is a strong tie to research. In particular, the work done by Dr. Jim Knight over the past 20+ years and Dr. John Hattie and his 2018 visible learning factors related to student achievement. Dr. Hattie?s longitudinal meta-analysis identified the correlation of impact between 252 education influences on the student outcome effect size. This body of research is widely used in the public education realm. In particular, this proposal for the use of ESSER funds, will set up the foundational data to then transform our efforts into action plans that address the following influences supported by Dr. Hattie?s work:

1. Collective Teacher Efficacy: This has the greatest effect size of 1.57. The audit will follow Collective Efficacy research from the 1990?s by Albert Bandura and more recently, supported by Dr. John Hattie?s Visible Learning Research in 2018. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandera defines collective efficacy as ?a group?s shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment.? (Bandura, A. 1993). Dr. Hattie?s description of research states; ?Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students.? (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.

2. Impact of Instructional Coaching Supports: ?Evaluation (teaching) and Reflection? shows a .74 effect size in the 2018 metaanalysis findings of Dr. Hattie?s Visible Learning research. This Cohen?s d coefficient is a strong indicator of positive correlation between the activity and positive results. A .40 effect size is the neutral value in the research meaning the activity produces neutral results.

3. Response to Intervention (RTI). This has a 1.29 effect size and is in the top 5 influences. Hattie's Glossary defines Response to Intervention as ?an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement.? The Multiple Tiered System of Supports model is tightly aligned to the RTI model and is the adopted model for Kansas. In addition Interventions for students with learning needs has a .77 effect size and is tightly tied to a Response to Intervention Plan. ?By standardizing the process in which students are referred for increasingly intensive services and incorporating research-based screening tools and assessments, RTI programs provide an overall increase in student achievement.? (Fuchs, D., Fuchs, L. S. 2012).

USD 443?s commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past two school years due to Covid but also to ensure equity through improving the effectiveness and efficiency of the instruction provided to our students. To accomplish these goals it is critical that as a school system we undertake the process of developing and supporting quality instruction and overlay this with focused professional development commitments. This process will be the foundation of our longitudinal continuous improvement planning that addresses student academic, behavioral/social outcomes as well as staff and community alignment and involvement in the processes. The intended objectives of this ESSER application includes the following:

1. Support teachers? professional growth and efficiency through instructional coaching support around student academic, behavioral/social/emotional needs, alignment of curriculum to standards, identification of what data assessments are needed and measure perceptional feedback from staff on implementation of Multiple Tiered System of Supports, professional collaboration practices, leadership structures, communication effectiveness and collective understanding of the district?s goals.

2. Identify the distributive leadership structures required to develop an action plan for the district and individual school buildings as a response to the gap analysis study.

3. Creation and implementation of a multi-year district professional development plan that aligns to the district?s strategic plan that clearly identifies the goals, action steps, data measurements, review of equity of actions for special populations of our student body (students with disabilities, English Learners, students in foster care) and embeds application to instructional practices.

4. Tighten the connection between standards based curriculum, impactful instruction, data driven decision making, improved collaborative processes and establishing a communication feedback process. References:

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. Educational Psychologist, 28 (2), 117-148. (Abstract).

Fuchs, D., Fuchs, L. S., and Compton, D. L. (2012). Smart RTI: A next generation approach to multilevel prevention. Exceptional Children, 78(3), 263-279.

HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: Scholarship of Teaching and Learning in Psychology, 1 (1), 79-91. (Abstract).

|  | \$0                                 |   |
|--|-------------------------------------|---|
| Budgeted Expenditures in SFY 2022  | \$0                                 |   |
| Budgeted Expenditures in SFY 2023  | \$79,709                            |   |
| Budgeted Expenditures in SFY 2024  | \$82,100                            | <u>Status</u>                               |
| Total Expenditures   | \$161,809                           | Approved                                    |
| ine Item ID: 443-3-0040  |                                     |   |
| Allocation Type  | <u>Is this Item for the 20% Min</u> | imuim Learning Loss Set Aside Expenditure   |
| Direct Allocation  | YES - this item is marked for L     | earning Loss Set Aside Expenditure          |
| Account Name   | Account Number                      |   |
| Academic Interventionist/Prof<br>Development Coordina  | 60-2213-211-00-000                  |   |
| Function Code  | Object Code                         | Allowable Use                               |
| 2213 - Instructional Staff Training  | 210 - Group Insurance               | 12 - Addressing learning loss among         |
| Services   | ]                                   | students, including vulnerable populations. |
| Please describe the expenditures with  | in the account and how they wi      | ll address a COVID-19 need                  |
| •  | nent Coordinator 1 FTE Fringe: Se   |   |
| Academic Interventionist/Prof Developm   |                                     |   |
|  | \$0                                 |   |
| Academic Interventionist/Prof Developm<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$0<br>\$0                          |   |
| Budgeted Expenditures in SFY 2021  |                                     |   |
| Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | \$0                                 | <u>Status</u>                               |

| <u>llocation Type</u>   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |   |
|---|---|---|
| Direct Allocation   | YES - this item is marked for Learning I  | Loss Set Aside Expenditure  |
| Account Name  | Account Number  |   |
| Academic Interventionist/Prof<br>Development Coordina   | 60-2213-220-00-000  |   |
| Function Code   | Object Code   | Allowable Use   |
| 2200 - Support Services (Instructional<br>Staff)  | 220 - Social Security Contributions   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures with   | in the account and how they will addres   | ss a COVID-19 need  |
| Academic Interventionist/Prof Developm  | ent Coordinator 1 FTE FICA: See Line 39 fc  | or Narrative  |
| Budgeted Expenditures in SFY 2021   | \$0   |   |
| Budgeted Expenditures in SFY 2022   | \$0   |   |
| Budgeted Expenditures in SFY 2023   | \$7,067   |   |
| 5   |   | <u>Status</u>   |
| •   | \$7,250   | Status  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   | \$7,250<br>\$14,317   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 443-3-0042<br>Allocation Type   | \$14,317<br>Is this Item for the 20% Minimuim L   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 443-3-0042<br>Allocation Type<br>Direct Allocation  | \$14,317<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0042<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$14,317<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0042<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$14,317<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 443-3-0042<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Academic Interventionist/Prof   | \$14,317<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0042<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Academic Interventionist/Prof<br>Development Coordina  | \$14,317<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning I<br>Account Number<br>60-2213-250-00-000  | Approved<br>earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0042<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Academic Interventionist/Prof<br>Development Coordina<br>Function Code<br>2213 - Instructional Staff Training<br>Services  | \$14,317<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>60-2213-250-00-000<br>Object Code  | Approved  earning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.                     |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0042<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Academic Interventionist/Prof<br>Development Coordina<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures with   | \$14,317<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning I<br>Account Number<br>60-2213-250-00-000<br>Object Code<br>260 - Unemployment Compensation  | Approved  earning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0042<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Academic Interventionist/Prof<br>Development Coordina<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures with   | \$14,317<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning I<br>Account Number<br>60-2213-250-00-000<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address  | Approved  earning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0042<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Academic Interventionist/Prof<br>Development Coordina<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures with<br>Academic Interventionist/Prof Developm<br>Budgeted Expenditures in SFY 2021                                      | \$14,317<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning I<br>Account Number<br>60-2213-250-00-000<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>ent Coordinator 1 FTE Unemployment: Sec                             | Approved  earning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0042<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Academic Interventionist/Prof<br>Development Coordina<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures with<br>Academic Interventionist/Prof Developm   | \$14,317<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning I<br>Account Number<br>60-2213-250-00-000<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>ent Coordinator 1 FTE Unemployment: Sec<br>\$0                      | Approved  earning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0042<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Academic Interventionist/Prof<br>Development Coordina<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures with<br>Academic Interventionist/Prof Developm<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$14,317<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning I<br>Account Number<br>60-2213-250-00-000<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>ent Coordinator 1 FTE Unemployment: Sec<br>\$0<br>\$0<br>\$0<br>\$0 | Approved  earning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need |

| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure |   |
|---|---|---|
|   |   |   |
| Account Name  | Account Number  |   |
| Academic Interventionist/Prof<br>Development Coordina     | 60-2213-260-00-000  |   |
| Function Code   | Object Code   | Allowable Use   |
| 2213 - Instructional Staff Training<br>Services           | 270 - Worker's Compensation                                       | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Please describe the expenditures withir                   | n the account and how they will add                               | ress a COVID-19 need  |
| Academic Interventionist/Prof Developme                   | ent Coordinator 1 FTE Workman's Com                               | p: See Line 39 for Narraative   |
| Budgeted Expenditures in SFY 2021                         | \$0   |   |
| Budgeted Expenditures in SFY 2022                         | \$0   |   |
| Budgeted Expenditures in SFY 2023                         | \$115   |   |
| Budgeted Expenditures in SFY 2024                         | \$117   | <u>Status</u>   |
| Total Expenditures  | \$232   | Approved  |
|   |   |   |
| ine Item ID: 443-3-0044                                   |   |   |
| Allocation Type   | Is this Item for the 20% Minimuim                                 | Learning Loss Set Aside Expenditure   |
| Direct Allocation   | YES - this item is marked for Learnin                             | g Loss Set Aside Expenditure  |
| Account Name  | Account Number  |   |
| Certified Collaborative Incentive Pay for<br>1 additi     | 60-2212-119-XX-XXX  |   |
| Function Code   | Object Code   | Allowable Use   |
| 2212 - Instruction and Curriculum<br>Development Services | 150 - Additional Compensation                                     | 12 - Addressing learning loss among students, including vulnerable                    |

Due to Covid and the loss of learningWe are requesting approval of ESSER 3 funds to purchase additional Professional Development/Collaborative/Instructional time for teachers and students. Due to Covid and the loss of student learning the district will add 1 hour on Wednesday of every week to provide for more teacher collaborative plan time, PLC and PD time. With the additional hour on Wednesdays, the district would remove the Late Start dates to increase student contact time.

Central to this work is a strong tie to research. In particular, the work done by Dr. John Hattie in his 2018 visible learning factors related to student achievement. Dr. Hattie?s longitudinal meta-analysis identified the correlation of impact between 252 education influences on the student outcome effect size. This body of research is widely used in the public education realm. In particular, this proposal for the use of ESSER funds, will set up the foundational data to then transform our efforts into action plans that address the following influences supported by Dr. Hattie?s work:

1. Professional Learning Collaboration: This proposal will be an important avenue to increase the Collective Efficacy of all district staff through structured review of practice and collaborative input and review. By dedicating additional time in the teachers? contract, along with research based and systematic guidelines, all staff will share best practice, review student data/artifacts and monitor the students? growth progression. In Dr. John Hatties Visible Learning research in 2018 ?Response to Intervention? has an effect size of 1.29, ?Strategy to integrate with prior knowledge? .93, ?Deliberate Practice? .79 and ? Planning and Prediction? .76 all are high impact professional collaboration strategies. In other words, through embedding systematic professional collaboration processes that align with research and results proven strategies for all the above mentioned practices positive student outcomes will be a result.

2. Collective Teacher Efficacy: This has the greatest effect size of 1.57. The audit will follow Collective Efficacy research from the 1990?s by Albert Bandura and more recently, supported by Dr. John Hattie?s Visible Learning Research in 2018. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandera defines collective efficacy as ?a group?s shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment.? (Bandura, A. 1993). Dr. Hattie?s description of research states; ?Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students.? (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.

3. Response to Intervention (RTI). This has a 1.29 effect size and is in the top 5 influences. Hattie's Glossary defines Response to Intervention as ?an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement.? The Multiple Tiered System of Supports model is tightly aligned to the RTI model and is the adopted model for Kansas. In addition Interventions for students with learning needs has a .77 effect size and is tightly tied to a Response to Intervention Plan. ?By standardizing the process in which students are referred for increasingly intensive services and incorporating research-based screening tools and assessments, RTI programs provide an overall increase in student achievement.? (Fuchs, D., Fuchs, L. S. 2012).

We will pay a set amount of \$5,000.00 per teacher per year for two years for the additional hour we will add on Wednesday of each week. Approximately 465 Teachers.

This will be paid in December, 2022 for year one and December 2023 for year two.

| Budgeted Expenditures in SFY 2021 | \$0         |               |
|-----------------------------------|-------------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0         |               |
| Budgeted Expenditures in SFY 2023 | \$2,325,000 |               |
| Budgeted Expenditures in SFY 2024 | \$2,325,000 | <u>Status</u> |
| Total Expenditures                | \$4,650,000 | Approved      |
|                                   |             |               |

Line Item ID: 443-3-0045

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |   |
|--|---|---|
| Direct Allocation  | YES - this item is marked for Learning L  | oss Set Aside Expenditure   |
| Account Name   | Account Number  |   |
| Certified Collaborative Incentive Pay for<br>1 additi  | 60-2212-220-XX-XXX  |   |
| Function Code  | Object Code   | Allowable Use   |
| 2212 - Instruction and Curriculum<br>Development Services  | 220 - Social Security Contributions   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures within  | n the account and how they will addres  | s a COVID-19 need   |
| Certified Collaborative Incentive Pay for 1  | additional hour per week for teachers to  | collaborate and plan - FICA   |
| Budgeted Expenditures in SFY 2021  | \$0   |   |
| Budgeted Expenditures in SFY 2022  | \$0   |   |
| Budgeted Expenditures in SFY 2023  | \$177,863   |   |
| budgeteu Experiartares in 511 2025   |   | <b>C</b> 1 <b>1</b>   |
| •  | \$177,863   | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures  | \$177,863<br>\$355,726  | <u>Status</u><br>Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0046  | \$355,726   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0046<br>Allocation Type   | \$355,726   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0046<br>Allocation Type   | \$355,726   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0046<br>Allocation Type<br>Direct Allocation  | \$355,726   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Certified Collaborative Incentive Pay for   | \$355,726<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Certified Collaborative Incentive Pay for<br>1 additi   | \$355,726<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures  | \$355,726<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2212-250-XX-XXX   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Certified Collaborative Incentive Pay for<br>1 additi<br>Function Code<br>2212 - Instruction and Curriculum<br>Development Services   | \$355,726<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2212-250-XX-XXX<br>Object Code  | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.                      |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Certified Collaborative Incentive Pay for<br>1 additi<br>Function Code<br>2212 - Instruction and Curriculum<br>Development Services<br>Please describe the expenditures within  | \$355,726<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2212-250-XX-XXX<br>Object Code<br>260 - Unemployment Compensation<br>n the account and how they will addres   | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  State COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Certified Collaborative Incentive Pay for<br>1 additi<br>Function Code<br>2212 - Instruction and Curriculum<br>Development Services<br>Please describe the expenditures within  | \$355,726<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2212-250-XX-XXX<br>Object Code<br>260 - Unemployment Compensation<br>n the account and how they will addres   | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  State COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Ine Item ID: 443-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Certified Collaborative Incentive Pay for<br>1 additi<br>Function Code<br>2212 - Instruction and Curriculum<br>Development Services<br>Please describe the expenditures within<br>Certified Collaborative Incentive Pay for 1<br>Budgeted Expenditures in SFY 2021                                     | \$355,726<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2212-250-XX-XXX<br>Object Code<br>260 - Unemployment Compensation<br>In the account and how they will address<br>additional hour per week for teachers to                     | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  State COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Certified Collaborative Incentive Pay for<br>1 additi<br>Function Code<br>2212 - Instruction and Curriculum<br>Development Services<br>Please describe the expenditures within<br>Certified Collaborative Incentive Pay for 1   | \$355,726<br>Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning L<br>Account Number<br>60-2212-250-XX-XXX<br>Object Code<br>260 - Unemployment Compensation<br>In the account and how they will address<br>additional hour per week for teachers to<br>\$0             | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  State COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Certified Collaborative Incentive Pay for<br>1 additi<br>Function Code<br>2212 - Instruction and Curriculum<br>Development Services<br>Please describe the expenditures within<br>Certified Collaborative Incentive Pay for 1<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$355,726<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2212-250-XX-XXX<br>Object Code<br>260 - Unemployment Compensation<br>n the account and how they will address<br>additional hour per week for teachers to<br>\$0<br>\$0<br>\$0 | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.                      |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |
|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure     |  |
| Account Name   | Account Number  |  |
| Certified Collaborative Incentive Pay for<br>1 additi  | 60-2212-260-XX-XXX  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2212 - Instruction and Curriculum<br>Development Services  | 270 - Worker's Compensation   | 12 - Addressing learning loss among students, including vulnerable |
| Please describe the expenditures within  | -   | populations.<br>Iress a COVID-19 need                              |
|  | -   | populations.<br>Iress a COVID-19 need                              |
| <b>Please describe the expenditures within</b><br>Certified Collaborative Incentive Pay for 1<br>COMP  | -   | populations.<br>Iress a COVID-19 need                              |
| <b>Please describe the expenditures within</b><br>Certified Collaborative Incentive Pay for 1  | additional hour per week for teachers                                 | populations.<br>Iress a COVID-19 need                              |
| Please describe the expenditures within<br>Certified Collaborative Incentive Pay for 1<br>COMP<br>Budgeted Expenditures in SFY 2021                                      | additional hour per week for teachers                                 | populations.<br>Iress a COVID-19 need                              |
| Please describe the expenditures within<br>Certified Collaborative Incentive Pay for 1<br>COMP<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | additional hour per week for teachers<br>\$0<br>\$0                   | populations.<br>Iress a COVID-19 need                              |

### Allocation Type

**Direct Allocation** 

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

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

### Account Name

ESOL Elementary Instructional Coach Salary 1 FTE

### Account Number

60-2200-110-19-000

| Function Code                                    | Object Code                      | Allowable Use  |
|--|----------------------------------|--|
| 2200 - Support Services (Instructional<br>Staff) | 110 - Regular Certified Salaries | 12 - Addressing learning loss among students, including vulnerable |
|  | 1                                | populations.   |

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

This request is based on two distinctive district wide needs. First, the need for additional technical support for instruction, ESOL and Academic Interventions. The second is to utilize the Federal ESSR 3 funds to focus on student academic gain (referred to as learning loss in the Federal document). The USD 443 school district has invested in these research based and proven supports already. As our collective staff increases their technical and applied knowledge it requires additional supports as the depth of knowledge increases. This is the desired effect and has been a focus of our district systems and professional development for staff.

? Support teachers? professional growth and efficiency through instructional coaching support around student academic, behavioral/social/emotional needs, alignment of curriculum to standards, identification of what data assessments are needed and measure perceptional feedback from staff on implementation of Multiple Tiered System of Supports, professional collaboration practices, leadership structures, communication effectiveness and collective understanding of the district?s goals.

? Identify the distributive leadership structures required to develop an action plan for the district and individual school buildings as a response to the gap analysis study.

? Creation and implementation of a multi-year district professional development plan that aligns to the district?s strategic plan that clearly identifies the goals, action steps, data measurements, review of equity of actions for special populations of our student body (students with disabilities, English Learners, students in foster care) and embeds application to instructional practices.

? Tighten the connection between standards based curriculum, impactful instruction, data driven decision making, improved collaborative processes and establishing a communication feedback process.

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$0       |
| Budgeted Expenditures in SFY 2023 | \$67,325  |
| Budgeted Expenditures in SFY 2024 | \$69,345  |
| Total Expenditures                | \$136,670 |

<u>Status</u>

Approved

Line Item ID: 443-3-0049

| Allocation Type   | Is this Item for the 20% Minimuim Lea  | arning Loss Set Aside Expenditure   |
|---|--|---|
| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure  |   |
| Account Name  | Account Number   |   |
| ESOL Instruction Coach 1 FTE - 10<br>Extra Days bey   | 60-2200-132-19-000   |   |
| Function Code   | Object Code  | Allowable Use   |
| 2200 - Support Services (Instructional<br>Staff)  | 151 - Additional compensation paid to teachers   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures within   | n the account and how they will address  | a COVID-19 need   |
| ESOL Elementary Instruction Coach 10 Ext  | -  |   |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2022   | \$0  |   |
| •   | \$3,680  |   |
| Budgeted Expenditures in SFY 2023   |  |   |
| •   | \$3,790  | Status  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   | \$3,790<br>\$7,470   | <u>Status</u><br>Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   |  | Approved  |
| ine Item ID: 443-3-0050<br>Allocation Type  | \$7,470  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 443-3-0050<br>Allocation Type   | \$7,470<br>Is this Item for the 20% Minimuim Lea   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 443-3-0050<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$7,470<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 443-3-0050<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESOL Instructional Coach Fringe 1 FTE   | \$7,470<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 443-3-0050<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESOL Instructional Coach Fringe 1 FTE<br>Function Code  | \$7,470<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>60-2200-210-19-000  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0050<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESOL Instructional Coach Fringe 1 FTE<br>Function Code<br>2200 - Support Services (Instructional   | \$7,470<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>60-2200-210-19-000<br>Object Code   | Approved  Approved  Arning Loss Set Aside Expenditure  arss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable                        |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 443-3-0050<br>Allocation Type<br>Direct Allocation  | \$7,470<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>60-2200-210-19-000<br>Object Code   | Approved  Approved  Approved  Arning Loss Set Aside Expenditure  Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 443-3-0050<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESOL Instructional Coach Fringe 1 FTE<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)  | \$7,470<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>60-2200-210-19-000<br>Object Code   | Approved  Approved  Approved  Arning Loss Set Aside Expenditure  arss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0050<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESOL Instructional Coach Fringe 1 FTE<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures within  | \$7,470<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>60-2200-210-19-000<br>Object Code<br>210 - Group Insurance<br>n the account and how they will address   | Approved  Approved  Approved  Arning Loss Set Aside Expenditure  arss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0050<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESOL Instructional Coach Fringe 1 FTE<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures within<br>ESOL Elementary Instruction Coach Fringe  | \$7,470<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo<br>Account Number<br>60-2200-210-19-000<br>Object Code<br>210 - Group Insurance<br>n the account and how they will address   | Approved  Approved  Approved  Anning Loss Set Aside Expenditure  Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.      |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0050<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESOL Instructional Coach Fringe 1 FTE<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures within<br>ESOL Elementary Instruction Coach Fringe<br>Budgeted Expenditures in SFY 2021                                       | \$7,470<br><b>Is this Item for the 20% Minimuim Lea</b><br>YES - this item is marked for Learning Lo<br><b>Account Number</b><br>60-2200-210-19-000<br><b>Object Code</b><br>210 - Group Insurance<br><b>n the account and how they will address</b><br>e: See line 49 for narative                    | Approved  Approved  Approved  Anning Loss Set Aside Expenditure  Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.      |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 443-3-0050<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESOL Instructional Coach Fringe 1 FTE<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures within<br>ESOL Elementary Instruction Coach Fringe<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$7,470<br><b>Is this Item for the 20% Minimuim Lea</b><br>YES - this item is marked for Learning Lo<br><b>Account Number</b><br>60-2200-210-19-000<br><b>Object Code</b><br>210 - Group Insurance<br><b>the account and how they will address</b><br>e: See line 49 for narative<br>\$0               | Approved  Approved  Approved  Anning Loss Set Aside Expenditure  Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.      |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 443-3-0050<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESOL Instructional Coach Fringe 1 FTE<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)  | \$7,470<br><b>Is this Item for the 20% Minimuim Lea</b><br>YES - this item is marked for Learning Lo<br><b>Account Number</b><br>60-2200-210-19-000<br><b>Object Code</b><br>210 - Group Insurance<br><b>the account and how they will address</b><br>e: See line 49 for narative<br>\$0<br>\$0<br>\$0 | Approved  Approved  Approved  Anning Loss Set Aside Expenditure  Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.      |

| Allocation Type  |   | earning Loss Set Aside Expenditure  |
|--|---|---|
| Direct Allocation  | YES - this item is marked for Learning L  | oss Set Aside Expenditure   |
| Account Name   | Account Number  |   |
| ESOL Instructional Coache 1 FTE FICA   | 60-2200-220-19-000  |   |
| Function Code  | Object Code   | Allowable Use   |
| 2200 - Support Services (Instructional<br>Staff)   | 220 - Social Security Contributions   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures with  | in the account and how they will addres   | s a COVID-19 need   |
| ESOL Elementary Instruction Coach FICA:  | : See line 49 for narative  |   |
| Budgeted Expenditures in SFY 2021  | \$0   |   |
| Budgeted Expenditures in SFY 2022  | \$0   |   |
| Budgeted Expenditures in SFY 2023  | \$6,035   |   |
|  |   | Status  |
| Budgeted Expenditures in SFY 2024  | \$6,198   | <u></u>   |
| Total Expenditures ne Item ID: 443-3-0052 Allocation Type  | \$12,233  | Approved  |
| Total Expenditures ne Item ID: 443-3-0052 Allocation Type  | \$12,233  | Approved  |
| Total Expenditures ne Item ID: 443-3-0052 Allocation Type Direct Allocation  | \$12,233  | Approved  |
| Total Expenditures ne Item ID: 443-3-0052 Allocation Type Direct Allocation Account Name ESOL Instructional Coach 1 FTE  | \$12,233<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 443-3-0052<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESOL Instructional Coach 1 FTE<br>Unemployoment<br>Function Code  | \$12,233<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number  | Approved  |
| Total Expenditures ne Item ID: 443-3-0052 Allocation Type Direct Allocation Account Name ESOL Instructional Coach 1 FTE Unemployoment  | \$12,233<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2200-250-19-000  | Approved<br>earning Loss Set Aside Expenditure<br>loss Set Aside Expenditure<br>Allowable Use   |
| Total Expenditures Total Expenditures ne Item ID: 443-3-0052 Allocation Type Direct Allocation Account Name ESOL Instructional Coach 1 FTE Unemployoment Function Code 2200 - Support Services (Instructional Staff)   | \$12,233<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2200-250-19-000<br>Object Code   | Approved  Expenditure  Coss Set Aside Expenditure  Coss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations. |
| Total Expenditures Total Expenditures ne Item ID: 443-3-0052 Allocation Type Direct Allocation Account Name ESOL Instructional Coach 1 FTE Unemployoment Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures within   | \$12,233<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2200-250-19-000<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will addres   | Approved  Expenditure  Coss Set Aside Expenditure  Coss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations. |
| Total Expenditures ne Item ID: 443-3-0052 Allocation Type Direct Allocation Account Name ESOL Instructional Coach 1 FTE Unemployoment Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures withi ESOL Elementary Instruction Coach Uner  | \$12,233<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2200-250-19-000<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will addres   | Approved  Expenditure  Coss Set Aside Expenditure  Coss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations. |
| Total Expenditures Total Expenditures ne Item ID: 443-3-0052 Allocation Type Direct Allocation Account Name ESOL Instructional Coach 1 FTE Unemployoment Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures withi ESOL Elementary Instruction Coach Uner Budgeted Expenditures in SFY 2021                                   | \$12,233<br>Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning L<br>Account Number<br>60-2200-250-19-000<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>mployment: See line 49 for narative   | Approved  Expenditure  Coss Set Aside Expenditure  Coss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations. |
| Total Expenditures Total Expenditures ne Item ID: 443-3-0052 Allocation Type Direct Allocation Account Name ESOL Instructional Coach 1 FTE Unemployoment Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures withi ESOL Elementary Instruction Coach Uner Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$12,233<br><b>Is this Item for the 20% Minimuim Lee</b><br>YES - this item is marked for Learning L<br><b>Account Number</b><br>60-2200-250-19-000<br><b>Object Code</b><br>260 - Unemployment Compensation<br><b>in the account and how they will address</b><br>mployment: See line 49 for narative<br>\$0                 | Approved  Approved  Approved  Approved  Aniovable Use  12 - Addressing learning loss among students, including vulnerable populations.  |
| Total Expenditures ne Item ID: 443-3-0052 Allocation Type Direct Allocation Account Name ESOL Instructional Coach 1 FTE Unemployoment Function Code 2200 - Support Services (Instructional Staff)  | \$12,233<br><b>Is this Item for the 20% Minimuim Lee</b><br>YES - this item is marked for Learning Lee<br><b>Account Number</b><br>60-2200-250-19-000<br><b>Object Code</b><br>260 - Unemployment Compensation<br><b>in the account and how they will address</b><br>mployment: See line 49 for narative<br>\$0<br>\$0<br>\$0 | Approved  Approved  Approved  Approved  Aniovable Use  12 - Addressing learning loss among students, including vulnerable populations.  |

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                              |   |
|---|--|---|
| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure                                  |   |
| Account Name  | Account Number   |   |
| ESOL Instructional Coach 1 FTE<br>Workman's Comp  | 60-2200-260-19-000   |   |
| Function Code   | Object Code  | Allowable Use                               |
|   |  | 12 - Addressing learning loss among         |
| 2200 - Support Services (Instructional<br>Staff)  | 270 - Worker's Compensation  | students, including vulnerable populations. |
|   | n the account and how they will add  | students, including vulnerable populations. |
| Staff) Please describe the expenditures withi   | n the account and how they will add  | students, including vulnerable populations. |
| Staff)<br><b>Please describe the expenditures withi</b><br>ESOL Elementary Instruction Coach Work   | in the account and how they will add<br>man's Comp: See line 49 for narative                       | students, including vulnerable populations. |
| Staff)<br>Please describe the expenditures withi<br>ESOL Elementary Instruction Coach Work<br>Budgeted Expenditures in SFY 2021                                       | in the account and how they will add<br>man's Comp: See line 49 for narative<br>\$0                | students, including vulnerable populations. |
| Staff)<br>Please describe the expenditures within<br>ESOL Elementary Instruction Coach Work<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | <b>in the account and how they will add</b><br>sman's Comp: See line 49 for narative<br>\$0<br>\$0 | students, including vulnerable populations. |

# Allocation TypeIs this Item for the 20% Minimuim Learning Loss Set Aside ExpenditureDirect AllocationNO - this item is not marked for Learning Loss Set Aside ExpenditureAccount NameAccount NumberCertified Collaborative PLC Facilitator60-2213-119-XX-801

| Function Code                                | Object Code                   | Allowable Use   |
|--|-------------------------------|---|
| 2213 - Instructional Staff Training Services | 150 - Additional Compensation | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

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

NEW ITEM: Certified Collaborative Pay was previously approved on Line 43 in our original application. Due to Covid and the loss of learning We are requesting approval of ESSER 3 funds to purchase additional Professional Development/Collaborative/Instructional time for teachers and students. Due to Covid and the loss of student learning the district will add 1 hour on Wednesday of every week to provide for more teacher collaborative plan time, PLC and PD time. With the additional hour on Wednesdays, the district would remove the Late Start dates to increase student contact time.

Once this collaborative time was established it was determined that each school/grade/department would need a specified teacher to oversee and run the collaborative meetings weekly.

This new request is to ask for a stipend to Pay for approximately 70 Certified Teachers to facilitate the meetings, plan and organize the agenda for each week and lead the teachers in their professional development/training during this extra hour. We are asking to pay these select teachers a \$1,500.00 stipend per year in June to oversee this work. This would be for the 2022-23 and 2023-24 school years.

| Budgeted Expenditures in SFY 2021 | \$0       |               |  |
|-----------------------------------|-----------|---------------|--|
| Budgeted Expenditures in SFY 2022 | \$0       |               |  |
| Budgeted Expenditures in SFY 2023 | \$105,000 |               |  |
| Budgeted Expenditures in SFY 2024 | \$105,000 | <u>Status</u> |  |
| Total Expenditures                | \$210,000 | Approved      |  |
| Line Item Comment from KSDE       |           |               |  |
| New Line Item                     |           |               |  |

Line Item ID: 443-3-0179

Pay

| Nive at Alle action   | NO this item is not marked for Learning Loss Set Aside Expanditure   |   |
|---|--|---|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure |   |
| <u>Account Name</u>   | Account Number   |   |
| Certified Collaborative PLC Facilitator<br>Pay-FICA   | 60-2213-220-XX-801   |   |
| Function Code   | Object Code  | Allowable Use                               |
| 2213 - Instructional Staff Training   | 220 - Social Security Contributions                                  | 12 - Addressing learning loss among         |
| Services  |  | students, including vulnerable populations. |
|   | Pay - FICA   | ess a COVID-19 need                         |
| •   | -  | ess a COVID-19 need                         |
| NEW ITEM: Collaborative PLC Facilitator   | Pay - FICA   | ess a COVID-19 need                         |
| NEW ITEM: Collaborative PLC Facilitator<br>Budgeted Expenditures in SFY 2021  | Pay - FICA<br>\$0  | ess a COVID-19 need                         |
| NEW ITEM: Collaborative PLC Facilitator<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | Pay - FICA<br>\$0<br>\$0   | ess a COVID-19 need                         |
| NEW ITEM: Collaborative PLC Facilitator<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | Pay - FICA<br>\$0<br>\$0<br>\$8,032                                  |   |
| NEW ITEM: Collaborative PLC Facilitator<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024                       | Pay - FICA<br>\$0<br>\$0<br>\$8,032<br>\$8,032                       | <u>Status</u>                               |
| NEW ITEM: Collaborative PLC Facilitator<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures | Pay - FICA<br>\$0<br>\$0<br>\$8,032<br>\$8,032                       | <u>Status</u>                               |

| Pirect Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure |                                     |
|---|--|-------------------------------------|
| Account Name  | Account Number   |                                     |
| Certified Collaborative PLC Facilitator<br>Pay-Unempl   | 60-2213-250-XX-801   |                                     |
| Function Code   | Object Code  | Allowable Use                       |
| 2213 - Instructional Staff Training   | 260 - Unemployment Compensation                                      | 12 - Addressing learning loss among |
| Services  |  | students, including vulnerable      |
|   |  |                                     |
| Please describe the expenditures with<br>NEW ITEM: Collaborative PLC Facilitator  | <b>in the account and how they will addres</b><br>Pay - Unemployment | populations.<br>s a COVID-19 need   |
| NEW ITEM: Collaborative PLC Facilitator<br>Budgeted Expenditures in SFY 2021  | Pay - Unemployment<br>\$0  |                                     |
| NEW ITEM: Collaborative PLC Facilitator   | Pay - Unemployment   |                                     |
| NEW ITEM: Collaborative PLC Facilitator<br>Budgeted Expenditures in SFY 2021  | Pay - Unemployment<br>\$0  |                                     |
| NEW ITEM: Collaborative PLC Facilitator<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | Pay - Unemployment<br>\$0<br>\$0                                     |                                     |
| NEW ITEM: Collaborative PLC Facilitator<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | Pay - Unemployment<br>\$0<br>\$0<br>\$105                            | s a COVID-19 need                   |
| NEW ITEM: Collaborative PLC Facilitator<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024                       | Pay - Unemployment<br>\$0<br>\$0<br>\$105<br>\$105                   | s a COVID-19 need<br>Status         |
| NEW ITEM: Collaborative PLC Facilitator<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures | Pay - Unemployment<br>\$0<br>\$0<br>\$105<br>\$105                   | s a COVID-19 need<br>Status         |

| Allocation Type   | Is this Item for the 20% Minimuin                                    | n Learning Loss Set Aside Expenditure   |
|---|--|---|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure |   |
| Account Name  | Account Number   |   |
| Certified Collaborative PLC Facilitator<br>Pay-WkComp                               | 60-2213-260-XX-801   |   |
| Function Code   | Object Code  | Allowable Use   |
| 2213 - Instructional Staff Training<br>Services                                     | 270 - Worker's Compensation  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Please describe the expenditures withi<br>NEW ITEM: Collaborative PLC Facilitator F | -  | ress a COVID-19 need  |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2022   | \$0  |   |
| Budgeted Expenditures in SFY 2023   | \$95   |   |
| Budgeted Expenditures in SFY 2024   | \$95   | <u>Status</u>   |
| Total Expenditures  | \$190  | Approved  |
| Line Item Comment from KSDE   |  |   |
| New Line Item   |  |   |
|   |  |   |

### **ESSER III APPLICATION FOR D0462**

#### <u>Status</u> 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>     | Address                          | Mail Address                      |
|---------------------|----------------------------------|-----------------------------------|
| Central             | 700 N Main, Burden, KS 670190128 | P O Box 128, Burden, KS 670190128 |
|                     |                                  |                                   |
| Superintendent Name | Superintendent E-mail Address    | Superintendent Phone Number       |

### **Authorized Representative of the District Information**

| <u>Name</u>                   | Position of Title | E-mail Address                | <u>Phone Number</u>        |
|-------------------------------|-------------------|-------------------------------|----------------------------|
| Rick Shaffer                  | Superintendent    | rshaffer@usd462.org           | (620) 438-2218             |
| Other District Representative | <u>1 - Name</u>   | Other District Representative | <u> 1 - E-mail Address</u> |
| Mona Calvin                   |                   | mcalvin@usd462.org            |                            |
| Other District Representative | <u> 2 - Name</u>  | Other District Representative | 2 - E-mail Address         |
| Linda Bartel                  |                   | lbartel@usd462.org            |                            |

### Plan for Safe Return

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

https://www.usd462.org/vimages/shared/vnews/stories/6112c0391b682/Central%20USD462%20Safe%20Return %20%26%20Continuity%20of%20Services%20Plan%202021-2022.pdf

### **Use of Funds for CDC Guidance**

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

USD 462, plans on using these funds to employ 2 full time substitutes, if possible; employ 2 extra teaching aides, if possible; and to extend the number of School Nurse hours. The first two implementations address the need to reduce class size, and increase distancing between students.

Extra nurse hours will assist USD 462 in contract tracing, testing, vaccines, communication with county health officials, and any other health issues should they arise.

In addition, these funds will be used to address academic learning loss and promote academic recovery following the pandemic. A portion of these funds will be used to address social/emotional factors that are present due to the pandemic. The ability for our USD to stay open is closely related to the procedures that have been put in place. Addressing academic recovery, the emotional needs of our parents, teacher, and students. Implementation of effective health practices like distancing, and a reduction in class sizes have been crucial.

Our goal through implementing these measures is to remain in a face to face learning environment, limit any further academic learning loss, address social emotional issues, and operate school as normally as possible in the future.

### Stakeholder Engagement

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

### Students

Students

While developing the USD 462 ESSER III Plan we obtained information from our students in the following manner:

USD 462 sent a Google form link regarding ESSER III to all students via their school email address, and posted the link on our school website and other social media platforms.

Administrative personnel meet with student groups and student councils. The Principals facilitated discussions to determine what student ideas/needs were of the highest priority.

Through these opportunities for feedback the students perceived the greatest needs and best use of ESSER III funds were: 1. 83%- Additional Staff for Academic Intervention

- 2. 74%- Additional Technology and software
- 3. 70%- Professional Staff Development
- 4. 61%- Social Emotional Health
- 5. 57%- Additional Instructional resources

USD 462 conducted an online survey regarding ESSER III monies and development of an ESSER IIII plan. While conducting this survey we recieved feedback from about 29% of the Grade 6-12 Students. We did not survey grades PreK-5. Through opportunity in both buildings from various student groups USD 462 recieved ESSER III feedback from 60% of the students who attend school. Our ESSER plan takes recommendations from our student population into account and their needs and ideas are incorporated in the plan.

### Families

In developing the USD 462 ESSER III Plan meaningful consultation with Families was conducted in the following manner: USD 462 sent a Google form link to all parents via the email address that was on file in our information database.

USD 462 posted a link to on our school website and other social media platforms.

USD 462 posted a QR Code Scan linking to the USD 462 ESSER III Survey in places of business throughout out school district for Parents and Parents to scan and complete survey.

USD 462 invited Parents and Patrons to attend School Board Meetings during the audience time with the public and express their ideas regarding ESSER III spending priorities.

USD 462 gave Parents a face to face opportunity at Parent-Teacher Conferences to share ideas and discuss best use of ESSER III monies for USD 462.

USD 462 provided parents and families an opportunity to give input face to face regarding the USD 462 ESSER III plan at the annual Fall Carnival held at Central Elem. School.

Through these information input opportunities, discussions, and conversations, the Families of USD 462 indicated the following items should be addressed through ESSER funding:

- 1. 93%-Additional Staff for Academic Intervention
- 2. 84%- Social Emotional Health
- 3. 75%-Additional Instructional resources
- 4. 71%-Additional Technology and software
- 5. 64%- Professional Staff Development

USD 462 recieved input from 48% of the families in USD 462 either through, survey, email, Board Meeting, or opportunities at Parent Teacher Conferences and the Central Elem. Carnival. Our ESSER plan takes these recommendations from our families and parents into consideration and their needs are ideas in the plan.

### School and District Administrators including Special Education Administration

USD 462 has 3.4 Administrators. We have a Principal for each of USD 462's Attendance Centers, a Superintendent, and a .4 Assistant HS Principal/Athletic Director. Our two attendance centers are Central Elementary School, Pre-K through 6th Grade; and Central Junior-Senior High School Grade 7-12.

Almost since, if not before, ESSER III allocations were made public, discussions were held among Administrators, and between Administrators and the Board of Education to best utilize ESSER III funds in the best interest of students. The consensus of this group has been to focus resources on:

- Recovery from academic learning loss experienced from the pandemic
- Improved Instruction with a focus on effective and positive research based academic practices.
- Improvement of Curriculum in all academic areas, with emphasis on ELA and Math.
- Effective remediation practices, MTSS, After-School remediation, Friday School (we are a 4 day a week district).
- Addressing Social Emotional issues with 2 Social Workers (one for each attendance center), Franklin Covey's Leader in Me program for Pre-K-12 and all staff.
- Providing more personnel to downsize groups for instruction.
- Providing up-to-date Individual Student devices and Computer Infrastructure for the increased usage of Technology.
- Focus on Professional Development with regard to effective and research proven instructional practices.

USD 462 belongs to a Special Education Cooperative. During the development of the USD 462 ESSER III plan input was asked for and received from the SPED Coop Director and Assistant Director. Special Education Cooperative staff in our attendance centers were treated as USD 462 staff and were involved in all planning and discussion related to best utilizing ESSER III funds. Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

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

USD 462's ESSER III plan was a collaboration of the entire certified, classified school personnel, Special Education Teachers/ Paras, students, and community. Administrators worked with staff to develop an ESSER III plan that would meet the needs of Students, Staff, and Community. Meetings were held providing opportunity for feedback for all involved groups. Meetings were held twice per month to discuss the best way to address learning loss and academic recovery due to the COVID pandemic. The ESSER III plan that was developed emphasized mitigation strategies that have been proven effective and are research based. Through a USD 462 Survey and discussions, consensus amongst the groups was to spend a majority of funds on instruction, social/emotional, and technology to reduce any issues that were a direct result of the pandemic. The following are the results of the survey and discussions:

- 1. 96%- Additional Staff for Academic Intervention
- 2. 85%- Additional Instructional resources
- 3. 85%- Social Emotional Health
- 4. 70%- Additional Technology and software
- 5. 56%- Professional Staff Development

During the development of the USD 462 ESSER III Plan, the district recieved input and a completed survey from about 95% of Certified Staff and recieved a completed survey and input from approximately 70% of Classified Staff. During the Regular August Teacher's Union meeting, the Supt. of Schools attended this meeting, shared ESSER III ideas from both Administration, and Board of Education and asked and recieved input from those teachers who attended this meeting. Our ESSER plan takes these recommendations from Teachers, Administration, School Board, and the teacher Union into consideration and their needs are ideas in the plan.

### Tribes

Through surveys and USD 462's student information database we were able to determine we had a total of 5 families (8 Students) who identified as Native American on the survey, which is a very small group. This represents 2.67% of our total student population. Through conversation and surveys with the families that identified as Native American, this group conveyed the following areas as to where ESSER III funding should be spent:

- 1. 87%- Additional Staff for Academic Intervention
- 2. 75%- Additional Technology and Software
- 3. 75%- Social Emotional Health
- 4. 63%- Additional Instructional Resources
- 5. 63%-Extended Learning Opportunities

Our ESSER plan takes these recommendations from Native American students and families into consideration and their needs are ideas in the plan.

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

USD 462 sought information and input regarding ESSER III spending and resources from the Kansas Action for Children Organization. The President of that organization stated he was concerned with Early Childhood Learning, Early Childhood Care, Child Nutrition, and Social/Emotional Support for families following the pandemic. He indicated he would like to see educational organizations take a strong look at making sure social/emotional support was provided to families. Certified Staff Development in social/emotional areas, early childhood, and early elementary instruction was suggested as areas to address to afford students a better opportunity for academic development.

USD 462 does not have any organizations within our district representing this group of students and parents. Through our survey we received the following input from this stakeholder community which includes Students with Disabilities, Parents with Disabilities, and Incarcerated Parent (11 Individuals who gave us input or responded to our surveys):

- 1. 91%- Social Emotional Health
- 2. 82%- Additional Staff for Academic Intervention
- 3. 73%- Additional Instructional Resources
- 4. 64%- Additional Technology and Software
- 5. 64% Professional Staff Development

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

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

Students with Disabilities (4 students who identified as Disabled)-

100%- Additional Instructional Resources

100%-Social Emotional Health

75%-Additional Staff for Academic Intervention

- 75%-Additional Technology and Software
- 50%-Professional Staff Development

Our ESSER plan takes these recommendations from Students with Disabilities into consideration and their needs are ideas in the plan.

Foster Care- USD 462 does not have any Students in Foster Care at this time.

Migratory Students- USD 462 does not have any Migratory Students at this time.

ESL- USD 462 does not have any Students who would be considered English as Second Language Learners at this time. Homelessness- USD 462 does not have any students who are experiencing Homelessness at this time.

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

USD 462 provided the public opportunity to provide input into ESSER III in the following ways:

- Invited Patrons and Parents to Board of Education Meetings to provide ESSER III input, if they desired. Board of Education discussed ESSER III, at length on several occasions in open session of Regular Board Meetings.
- Encouraged through the District Website, Building Newsletters, and Social Media outlets to share input with Administration, and Board of Education Members.
- Principals held Building Staff Meetings to discuss ESSER III.
- Principals discussed with Attendance Center Student Leadership groups such as Student Council and others.
- Provided information to Parents during Parent/Teacher Conferences.
- Published information in Building and USD 462 Newsletters.
- Emailed an ESSER III Survey requesting input to every Student, Staff member, and Parent
- Posted and distributed Flyers and Pamphlets to USD 462 Businesses including a QR Code inviting Parents and Patrons to provide input

USD 462 had a 60% participation and response rate from our Community Patrons regarding best use of ESSER III monies for our School District. Most Community Patrons indicated they were happy with development of the USD462 ESSER III plan and wished the district would use ESSER III Funds for the following:

- 1. Additional Staff for Academic I
- 2. Social Emotional Health
- 3. Additional Instructional resources
- 4. Additional Technology and software
- 5. Professional Staff Development

USD 462 ESSER plan takes these Community Patron recommendations into consideration and their needs are ideas in the plan.

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

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

USD 462, Central Burden Schools, approached the 2021-22 school year with the goal of having school operation as normal as COVID-19 would allow. We were successful, as USD 462, only missed normal school days due to weather in 2020-21 or 2021-22. USD 462 did not develop or implement any remote learning option for students for the 2021-22 or 2021-22 school year. We had sporadic and unpredictable academic achievement during remote learning in the Spring of 2020 and chose not to pursue remote learning. Administration, staff, and the Board of Education were in consensus with in-person education as the best and only option. USD 462 operated to some degree normally, while implementing new COVID procedures beginning in August of 2020 and then again, in August of 2021.

Using STAR 360 and the DIBELS screening tool, USD 462 observed that, while exercising remote learning in the Spring of 2020, we had limited or no academic growth, PreK-12 in Reading and Math. When school began in August of 2020 and again in August of 2021, it was USD 462's goal to address the lack of academic progress with intense reading and math instruction, rigorous professional staff development, approved evidence-based reading and math interventions, and face to face in-person learning. Since returning to in person learning USD 462 is seeing some improvement in the curriculum areas of Reading and Math.

Possibly, the group of students who were impacted academically and socially-emotionally the most by COVID were the 2019-20 Kindergarten students. USD 462 observed academic, emotional, and behavioral issues with this group of students. At this time, USD 462 continues to witness some academic and emotional issues with what are now Third Grade students and we plan to continue addressing their needs with a portion of ESSER III grant funding.

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

USD 462 Central Burden Schools will use ESSER III funds to address academic recovery, strengthen instruction and curriculum, provide updated technology devices for students, provide smaller learning groups by employing more adult teachers and teacher aides, operate both after school and summer learning programs, address Social/Emotional issues with students, staff, and parents through utilization of School Social Workers. Effective KSDE practices that will be utilized include but not limited to:

- MTSS
- Amplify
- Cognitive Guided Instruction
- Bridges in Mathematics
- Core Knowledge Language Arts
- Trauma Informed Crisis Intervention
- Read Naturally
- Restorative practices
- Champs classroom/school
- Small group instruction
- The Leader in Me
- Differentiated Instruction
- Frog Street
- Response to Intervention RTI

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

After discussion with Board of Education, Administration, Staff, Students, Community, and other stakeholders the following is a consensus of those stakeholders to use ARP ESSER funds in the following manner:

Increase both Professional and Classified Staff to address learning loss, distancing, and to ensure smaller group instruction sizes

Rigorous Professional Staff Development to address academic recovery, and social/emotional well-being of staff and students Upgrading technology equipment, and purchasing up to date personal computer devices (Chromebooks) to increase and improve student access to curriculum, and academic programs. Upgrade on campus network to efficiently operate a large number of personal technology devices.

Utilize effective practices and their curricula/materials to address academic learning loss, and aid in academic recovery. Provide Social Workers in both USD 462 Attendance Centers to address social/emotional issues that may be present with students and staff

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

The LEA will ensure that interventions provided at Central USD 462 will address not only the academic loss, but also the social emotional and mental health needs of its students. Central Schools have incorporated social emotional and mental health in its MTSS model as well as their Students of Concern Meetings between Building Principals and Certified Staff. Administration addresses staff concerns during our Students of Concern meetings as well as use our SRSS/SIBBS social/emotional screener to identify students in need.

Our social workers and counselors at both Central Elementary and Central Junior-Senior High provide students with individualized and or small group lessons that meet the concerns of staff and/or students.

To close the achievement gaps of all students and subgroups, Central Schools will provide professional development to staff in areas that address high impact instructional strategies, using data to drive instruction, best practices in reading and mathematical instruction, and research-based interventions. Central Schools will prioritize adoption of relevant and rigorous curriculum, prioritize time for intervention and continue to build social skills through The Leader In Me district wide.

### Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$658,190                | \$0                | \$658,190               | ESSER III Allocations | \$131,638   |
| Approved Total        | \$610,763                | \$0                | \$610,763               | Approved Total        | \$141,742   |
| Amount Left           | \$47,427                 | \$0                | \$47,427                | Amount Still Needed   | \$0         |
| In Review Total       | \$47,427                 | \$0                | \$47,427                | In Review Total       | \$0         |
| Amount Left           | \$0                      | \$0                | \$0                     | Amount Still Needed   | \$0         |

### Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 462-3-0033 | Direct             | False            | 1000             | 600            | 12               | \$47,427           | Task Force Review |
| 462-3-0001 | Direct             | False            | 1000             | 110            | 3                | \$30,000           | Approved          |
| 462-3-0002 | Direct             | False            | 1000             | 220            | 3                | \$2,294            | Approved          |
| 462-3-0003 | Direct             | False            | 2130             | 110            | 16               | \$5,000            | Approved          |
| 462-3-0004 | Direct             | False            | 2130             | 220            | 16               | \$384              | Approved          |
| 462-3-0005 | Direct             | False            | 1000             | 700            | 9                | \$89,700           | Approved          |
| 462-3-0006 | Direct             | False            | 2113             | 110            | 10               | \$110,000          | Approved          |
| 462-3-0007 | Direct             | False            | 2113             | 220            | 10               | \$8,524            | Approved          |
| 462-3-0008 | Direct             | False            | 2113             | 110            | 10               | \$12,000           | Approved          |
| 462-3-0009 | Direct             | False            | 2113             | 220            | 10               | \$304              | Approved          |
| 462-3-0010 | Direct             | True             | 1000             | 120            | 3                | \$41,100           | Approved          |
| 462-3-0011 | Direct             | True             | 1000             | 220            | 3                | \$3,144            | Approved          |
| 462-3-0012 | Direct             | False            | 1000             | 600            | 12               | \$53,955           | Approved          |
| 462-3-0013 | Direct             | False            | 1000             | 600            | 12               | \$5,600            | Approved          |
| 462-3-0014 | Direct             | True             | 1000             | 600            | 12               | \$1,500            | Approved          |
| 462-3-0015 | Direct             | False            | 2600             | 120            | 16               | \$32,000           | Approved          |
| 462-3-0016 | Direct             | False            | 2600             | 220            | 16               | \$2,448            | Approved          |
| 462-3-0017 | Direct             | True             | 1000             | 100            | 12               | \$16,800           | Approved          |
| 462-3-0018 | Direct             | True             | 1000             | 220            | 12               | \$1,350            | Approved          |
| 462-3-0019 | Direct             | False            | 1000             | 600            | 10               | \$40,000           | Approved          |
| 462-3-0020 | Direct             | False            | 1000             | 350            | 12               | \$19,000           | Approved          |
| 462-3-0021 | Direct             | False            | 1000             | 110            | 16               | \$42,000           | Approved          |
| 462-3-0022 | Direct             | False            | 1000             | 600            | 3                | \$6,000            | Approved          |
| 462-3-0023 | Direct             | True             | 2213             | 330            | 12               | \$16,000           | Approved          |
| 462-3-0024 | Direct             | True             | 1000             | 110            | 16               | \$6,000            | Approved          |
| 462-3-0025 | Direct             | True             | 1000             | 220            | 16               | \$458              | Approved          |
| 462-3-0026 | Direct             | True             | 2213             | 330            | 3                | \$50,000           | Approved          |
| 462-3-0027 | Direct             | False            | 1000             | 735            | 9                | \$8,250            | Approved          |
| 462-3-0029 | Direct             | False            | 2200             | 120            | 16               | \$1,450            | Approved          |
| 462-3-0030 | Direct             | False            | 2200             | 220            | 16               | \$112              | Approved          |

| 462-3-0031 | Direct | True | 1000 | 120 | 3  | \$5,000 | Approved |
|------------|--------|------|------|-----|----|---------|----------|
| 462-3-0032 | Direct | True | 2200 | 220 | 16 | \$390   | Approved |

### **Line Item Details**

| Allocation Type        | <u>Is this Item for the 20% Minimuim</u> | Learning Loss Set Aside Expenditure         |
|------------------------|--|---|
| Direct Allocation      | NO - this item is not marked for Learn   | ning Loss Set Aside Expenditure             |
| Account Name           | Account Number                           |   |
| Instructional Supplies | 66673                                    |   |
| Function Code          | Object Code                              | Allowable Use                               |
| 1000 - Instruction     | 600 - SUPPLIES AND MATERIALS             | 12 - Addressing learning loss among         |
|                        | ;  | students, including vulnerable populations. |

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

Using the KSDE approved Evidence-Based Practice, My Perspectives, English-Language Arts Curriculum, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Implementing the My Perspectives English-Language Arts curriculum is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic.

| Budgeted Expenditures in SFY 2021 | \$0      |                   |
|-----------------------------------|----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0      |                   |
| Budgeted Expenditures in SFY 2023 | \$0      |                   |
| Budgeted Expenditures in SFY 2024 | \$47,427 | <u>Status</u>     |
| Total Expenditures                | \$47,427 | Task Force Review |
| Line Item Comment from KSDE       |          |                   |
| New Line Item                     |          |                   |

| Allocation Type    | <u>Is this Item for the 20% Minimuim</u> | 1 Learning Loss Set Aside Expenditure  |
|--------------------|--|--|
| Direct Allocation  | NO - this item is not marked for Lea     | rning Loss Set Aside Expenditure   |
| Account Name       | Account Number                           |  |
| Sub Teacher Salary | 66671                                    |  |
| Function Code      | Object Code                              | Allowable Use  |
| 1000 - Instruction | 110 - Regular Certified Salaries         | 3 - Providing principals and other school leaders with resources to address individual school needs. |

Full Time Substitute/Aide-USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic by hiring a full time substitute teacher. This includes learning loss of students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. By employing a full time substitute, USD 462 will work to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic. Due to the pandemic, USD 462 has observed increased staff absences which directly impacts student learning. The full time substitute will help to provide additional supervision after school in a designated area in order to better maintain social distance while students wait for school transportation. The full time substitute will help to create smaller class sizes which will benefit the health and safety of all students and staff. The full time substitute will help to create smaller class sizes in order to be able to improve instruction and provide remediation for those impacted with learning loss by the pandemic.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$15,000 |
| Budgeted Expenditures in SFY 2023 | \$15,000 |
| Budgeted Expenditures in SFY 2024 | \$0      |
| Total Expenditures                | \$30,000 |
|                                   |          |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

Line Item ID: 462-3-0002

| <u>llocation Type</u>  | is this item for the 20% Minimum i  | Learning Loss Set Aside Expenditure  |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for Learn  | ning Loss Set Aside Expenditure  |
| Account Name   | Account Number  |  |
| Sub.Teacher FICA   | 66670   |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 220 - Social Security Contributions   | 3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.   |
| Please describe the expenditures withi   | in the account and how they will addre  | ess a COVID-19 need  |
| Substitute Tchr. FICA-benefit expenditure  | e related to salary   |  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$1,147   |  |
| Budgeted Expenditures in SFY 2023  | \$1,147   |  |
| Budgeted Expenditures in St 1 2025   |   |  |
| Budgeted Expenditures in SFY 2024  | \$0   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024  | <u>\$0</u><br>\$2,294   | <u>Status</u><br>Approved  |
| 5  |   |  |
| Budgeted Expenditures in SFY 2024  |   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures  | \$2,294   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 462-3-0003  | \$2,294   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 462-3-0003<br>Allocation Type   | \$2,294   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 462-3-0003<br>Allocation Type<br>Direct Allocation  | \$2,294<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 462-3-0003<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$2,294<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 462-3-0003<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Nurse Salary  | \$2,294<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>66632   | Approved<br>Learning Loss Set Aside Expenditure<br>ning Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 462-3-0003<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Nurse Salary<br>Function Code   | \$2,294<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learr<br>Account Number<br>66632<br>Object Code<br>110 - Regular Certified Salaries  | Approved  Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.                      |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 462-3-0003<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Nurse Salary<br>Function Code<br>2130 - Health Services<br>Please describe the expenditures withi   | \$2,294<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learr<br>Account Number<br>66632<br>Object Code<br>110 - Regular Certified Salaries  | Approved  Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 462-3-0003<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Nurse Salary<br>Function Code<br>2130 - Health Services<br>Please describe the expenditures withi   | \$2,294<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>66632<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addre  | Approved  Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 462-3-0003<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Nurse Salary<br>Function Code<br>2130 - Health Services<br>Please describe the expenditures withi<br>Extra Nurse Hours-Extra salary expenditu   | \$2,294<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>66632<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will address<br>in the account and how they will address  | Approved  Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 462-3-0003<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Nurse Salary<br>Function Code<br>2130 - Health Services<br>Please describe the expenditures withi<br>Extra Nurse Hours-Extra salary expenditu<br>Budgeted Expenditures in SFY 2021                                      | \$2,294<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learr<br>Account Number<br>66632<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addre<br>ire to address more time needed to addre<br>\$0   | Approved  Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 462-3-0003<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Nurse Salary<br>Function Code<br>2130 - Health Services<br>Please describe the expenditures withi<br>Extra Nurse Hours-Extra salary expenditu<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$2,294<br><b>Is this Item for the 20% Minimuim I</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>66632<br><b>Object Code</b><br>110 - Regular Certified Salaries<br><b>in the account and how they will addre</b><br>the to address more time needed to addres<br>\$0<br>\$2,500 | Approved  Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  Ess a COVID-19 need |

| Direct Allocation   | NO - this item is not marked for Lear                             | ning Loss Set Aside Expenditure  |
|---|---|--|
| Account Name  | Account Number  |  |
| Nurse FICA  | 66631   |  |
| Function Code   | Object Code   | Allowable Use  |
| 2130 - Health Services  | 220 - Social Security Contributions                               | 16 - Other activities necessary to                                     |
|   |   | maintain LEA operations and services<br>and employ existing LEA staff. |
| Please describe the expenditures with<br>Nurse FICA-benefit expenditure related t   | in the account and how they will addr                             | and employ existing LEA staff.   |
| Please describe the expenditures with   | in the account and how they will addr                             | and employ existing LEA staff.   |
| <b>Please describe the expenditures with</b><br>Nurse FICA-benefit expenditure related t  | in the account and how they will addr<br>o salary                 | and employ existing LEA staff.   |
| Please describe the expenditures with<br>Nurse FICA-benefit expenditure related t<br>Budgeted Expenditures in SFY 2021                                      | in the account and how they will addr<br>o salary<br>\$0          | and employ existing LEA staff.   |
| Please describe the expenditures with<br>Nurse FICA-benefit expenditure related t<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | in the account and how they will addr<br>o salary<br>\$0<br>\$192 | and employ existing LEA staff.   |

| Allocation Type    | Is this Item for the 20% Mir | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |
|--------------------|------------------------------|--|--|
| Direct Allocation  | NO - this item is not marked | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
| Account Name       | Account Number               |  |  |
| Inst.Tech Equip.   | 66672                        |  |  |
| Function Code      | Object Code                  | Allowable Use  |  |
| 1000 - Instruction | 700 - PROPERTY               | 9 - Purchasing educational technology<br>(including hardware, software, and<br>connectivity) for the LEA's students. |  |

Student Chromebooks-USD 462 plans to replace older student chromebooks with updated student devices on a 2 year plan. (SFY 2022 and SFY 22023) An upgrade and replacement to our current student computer inventory will allow USD 462 students and teachers to access and increase the volume of academic information to students, be more interactive with students, and allows for USD 462 students to use programs in a more effective manner. With this upgrade in student computer devices, USD 462 seeks to begin academic recovery and address any learning loss of all students related to the pandemic. This includes students from all student subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. An upgraded computer inventory is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic. In the event USD 462 has to or needs to return to remote learning in the future, these upgraded Chromebooks will be crucial to access technology for their instruction. 300 students@\$299 per Chromebook = \$ 89,700

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$44,850 |               |
| Budgeted Expenditures in SFY 2023 | \$44,850 |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| Total Expenditures                | \$89,700 | Approved      |
| Line Item Comment from KSDE       |          |               |

Line Item ID: 462-3-0006

| Allocation Type             | <u>Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure</u> |  |  |
|-----------------------------|--|--|--|
| Direct Allocation           | NO - this item is not marked for Lea   | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
| Account Name                | Account Number   | Account Number   |  |
| Soc. Worker HS Salary       | 66634  |  |  |
| Function Code               | Object Code  | Allowable Use  |  |
| 2113 - Social Work Services | 110 - Regular Certified Salaries   | 10 - Providing mental health services                                |  |
|                             |  | and supports.  |  |

USD 462 plans to use ESSER III monies for salary of a Certified School Social Worker at the 7th-12th Grade level. USD 462 seeks to not only address academic recovery, and learning loss of students, but also confront social, emotional and mental health issues staff, students, and parents may experience related to the pandemic. This includes students from all student subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Employment of a 7-12th Grade Social Worker is intended to restore student academic growth, provide support to staff, students, and parents, and close achievement gaps that may have been exacerbated due to social, emotional, and mental health issues directly related to the pandemic.

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$55,000  |               |
| Budgeted Expenditures in SFY 2023 | \$55,000  |               |
| Budgeted Expenditures in SFY 2024 | \$0       | <u>Status</u> |
| Total Expenditures                | \$110,000 | Approved      |

Line Item ID: 462-3-0007

| <u>Allocation Type</u><br>Direct Allocation |  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
|---|--|---|--|
| Account Name                                | Account Number                                       | Account Number  |  |
| Soc. Worker HS FICA                         | 66633  |   |  |
| Function Code                               | Object Code  | Allowable Use   |  |
| 2113 - Social Work Services                 | 220 - Social Security Contributions<br>and supports. |   |  |

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$4,262 |
| Budgeted Expenditures in SFY 2023 | \$4,262 |
| Budgeted Expenditures in SFY 2024 | \$0     |
| Total Expenditures                | \$8,524 |

| Allocation Type             | Is this Item for the 20% Minimuim    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |
|-----------------------------|--------------------------------------|---|--|
| Direct Allocation           | NO - this item is not marked for Lea | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |
| Account Name                | Account Number                       | Account Number  |  |
| Soc. Worker Elem. Salary    | 66634                                | 66634   |  |
| Function Code               | Object Code                          | Allowable Use   |  |
| 2113 - Social Work Services | 110 - Regular Certified Salaries     | 10 - Providing mental health services                                 |  |
|                             |                                      | and supports.   |  |

USD 462 plans to use ESSER III monies for partial salary of a Certified School Social Worker at the PreK-6th Grade level. USD 462 seeks to not only address academic recovery, and learning loss of students, but also confront social, emotional and mental health issues staff, students, and parents may experience related to the pandemic. This includes students from all student subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Employment of a PreK-6th Grade Social Worker is intended to restore student academic growth, provide support to staff, students, and parents, and close achievement gaps that may have been exacerbated due to social, emotional, and mental health issues directly related to the pandemic. Remainder of Social Worker salary is paid by MHIT Grant.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$6,000  |               |
| Budgeted Expenditures in SFY 2023 | \$6,000  |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| Total Expenditures                | \$12,000 | Approved      |

Line Item ID: 462-3-0009

| Allocation Type   | <u>Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure</u>        |                                       |
|---|---|---------------------------------------|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure                |                                       |
| Account Name  | Account Number  |                                       |
| Social worker Elem. FICA  | 66634   |                                       |
| Function Code   | Object Code   | Allowable Use                         |
| 2113 - Social Work Services   | 220 - Social Security Contributions   | 10 - Providing mental health services |
|   |   | and supports.                         |
| Please describe the expenditures with<br>Social Worker Elem. FICA-benefit expend                                  | in the account and how they will addre  |                                       |
| •   | in the account and how they will addre  |                                       |
| Social Worker Elem. FICA-benefit expend   | in the account and how they will addres   |                                       |
| Social Worker Elem. FICA-benefit expend<br>Budgeted Expenditures in SFY 2021                                      | in the account and how they will addres<br>diture related to salary<br>\$0          |                                       |
| Social Worker Elem. FICA-benefit expend<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | in the account and how they will addres<br>diture related to salary<br>\$0<br>\$152 |                                       |

|   |   | address individual school needs.   |
|---|---|--|
| 1000 - Instruction  | 220 - Social Security Contributions   | 3 - Providing principals and other school leaders with resources to                      |
| Function Code   | Object Code   | Allowable Use  |
| Tchr. Aide FICA   | 66666   |  |
| Account Name  | Account Number  |  |
| Direct Allocation   | YES - this item is marked for Learning  | Loss Set Aside Expenditure   |
| Allocation Type   | Is this Item for the 20% Minimuim L   | •  |
| ne Item ID: 462-3-0011  |   |  |
|   |   |  |
| Total Expenditures  | \$41,100  | Approved   |
| Budgeted Expenditures in SFY 2024   | \$0   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2023   | \$20,550  |  |
| Budgeted Expenditures in SFY 2022   | \$20,550  |  |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| This includes students from subgroups the and students from racial and ethnic group |   | income families, students with disabilities,<br>d to restore student academic growth and |
| •   | n the account and how they will addres<br>ng KSDE approved evidence based practions     |  |
|   |   |  |
|   |   | school leaders with resources to<br>address individual school needs.                     |
| 1000 - Instruction  | 120 - Regular Non-Certified Salaries  | 3 - Providing principals and other   |
| Function Code   | Object Code   | Allowable Use  |
| Tchr. Aide Salary   | 66635   |  |
| Account Name  | YES - this item is marked for Learning Loss Set Aside Expenditure <u>Account Number</u> |  |
| Direct Allocation   |   |  |
| Allocation Type   | <u>Is this Item for the 20% Minimuim L</u>  | earning Loss Set Aside Experialture  |

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$1,572 |
| Budgeted Expenditures in SFY 2023 | \$1,572 |
| Budgeted Expenditures in SFY 2024 | \$0     |
| Total Expenditures                | \$3,144 |

| <u>Status</u> |  |
|---------------|--|
| Approved      |  |

| Allocation Type    | Is this Item for the 20% Minimuim      | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |
|--------------------|--|---|--|
| Direct Allocation  | NO - this item is not marked for Learn | NO - this item is not marked for Learning Loss Set Aside Expenditure                  |  |
| Account Name       | Account Number                         | Account Number  |  |
| Inst. Supplies     | 66673                                  |   |  |
| Function Code      | Object Code                            | Allowable Use   |  |
| 1000 - Instruction | 600 - SUPPLIES AND MATERIALS           | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |

Using the KSDE approved Amplify Reading Curriculum, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Implementing the Amplify Reading curriculum is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$48,955 |               |
| Budgeted Expenditures in SFY 2023 | \$5,000  |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| Total Expenditures                | \$53,955 | Approved      |
|                                   |          |               |
| Line Item ID: 462-3-0013          |          |               |

| <u>Allocation Type</u><br>Direct Allocation |                                | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
|---|--------------------------------|---|--|--|
| <u>Account Name</u><br>Inst. Supplies       | <u>Account Number</u><br>66673 |   |  |  |
| Function Code                               | Object Code                    | Allowable Use   |  |  |
| 1000 - Instruction                          | 600 - SUPPLIES AND MATERIALS   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |  |  |

Using the KSDE approved Really Great Reading Program, USD 462 seeks to begin academic recovery and address learning loss from students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Implementing the Really Great Reading Program is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic.

| 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 | \$0     | <u>Status</u> |
| <br>Total Expenditures            | \$5,600 | Approved      |
|                                   |         |               |
| Line Item ID: 462-3-0014          |         |               |

| Allocation Type<br>Direct Allocation |                              | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |  |
|--------------------------------------|------------------------------|--|--|--|
| Account Name                         | Account Number               |  |  |  |
| Inst. Supplies Function Code         | 66673<br><b>Object Code</b>  | Allowable Use  |  |  |
| 1000 - Instruction                   | 600 - SUPPLIES AND MATERIALS | 12 - Addressing learning loss among students, including vulnerable   |  |  |

populations.

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

Using the KSDE approved Read Naturally Program, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Implementing the Read Naturally Program is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic.

| Budgeted Expenditures in SFY 2021 | \$O     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$750   |               |
| Budgeted Expenditures in SFY 2023 | \$750   |               |
| Budgeted Expenditures in SFY 2024 | \$0     | <u>Status</u> |
| Total Expenditures                | \$1,500 | Approved      |

Line Item ID: 462-3-0015

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |  |
|--|---|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |  |
| Account Name   | Account Number  |  |  |  |
| Custodial Salary   | 66630   |  |  |  |
| Function Code  | Object Code   | Allowable Use  |  |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 120 - Regular Non-Certified Salaries                                  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |  |  |

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

Extra Custodial Hrs-Salary for addressing extra and more sanitation/hygiene time needed for pandemic related duties. The addition of this person for sanitation/hygiene purposes will help to protect our schools from the spread of Covid-19 and its variants. In addition this position will help our students and staff have a safe, healthy place for instruction and learning. 1 extra custodial staff member, 1216 work hours @ \$13.16 per hour.

| 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 | \$0      |
| Total Expenditures                | \$32,000 |

|  | <br> |
|--|------|

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |  |  |
|--|---|--|--|--|--|
| Direct Allocation  |   |  |  |  |  |
| Account Name   | Account Number  |  |  |  |  |
| Custodial FICA   | 66667   |  |  |  |  |
| Function Code  | Object Code   | Allowable Use  |  |  |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 220 - Social Security Contributions   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |  |  |
| Please describe the expenditures with  | in the account and how they will addre  | ss a COVID-19 need   |  |  |  |
| Extra Custodial FICA-benefit expenditure   | related to salary   |  |  |  |  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |  |  |  |
| Budgeted Expenditures in SFY 2022  | \$1,224   |  |  |  |  |
| Budgeted Expenditures in SFY 2023  | \$1,224   |  |  |  |  |
| Budgeted Expenditures in SFY 2024  | \$0   | <u>Status</u>  |  |  |  |
| Total Expenditures   | \$2,448   | Approved   |  |  |  |
| ine Item ID: 462-3-0017  |   |  |  |  |  |
| Allocation Type  | Is this Item for the 20% Minimuim L   | earning Loss Set Aside Expenditure   |  |  |  |
| Direct Allocation  | YES - this item is marked for Learning  | Loss Set Aside Expenditure   |  |  |  |
| Account Name   | Account Number  |  |  |  |  |
| Prof. Dev Tchr./Aides  | 66669   |  |  |  |  |
| Tiol. Dev Tell./Aldes  |   |  |  |  |  |
| Function Code  | Object Code   | Allowable Use  |  |  |  |

USD 462 plans to pay Certified Staff a rate of \$20 per hour for Non-Contract time that is needed for USD 462 to begin academic recovery and address any learning loss of students related to the pandemic. This includes development of academic strategies for students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Using Non-Contract time to develop strategies is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$8,800  |
| Budgeted Expenditures in SFY 2023 | \$8,000  |
| Budgeted Expenditures in SFY 2024 | \$0      |
| Total Expenditures                | \$16,800 |

| <u>Status</u> | <br> |  |
|---------------|------|--|
| Approved      |      |  |

| <u>Allocation Type</u><br>Direct Allocation | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |   |  |  |
|---|--|---|--|--|
| Account Name                                | Account Number   |   |  |  |
| Extra Duty FICA                             | 66668  |   |  |  |
| Function Code                               | Object Code  | Allowable Use   |  |  |
| 1000 - Instruction                          | 220 - Social Security Contributions  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |
| Please describe the expenditures with       | n the account and how they will addre  | ss a COVID-19 need  |  |  |
| Non Contract Time Salary FICA-benefit e     | xpenditure related to salary   |   |  |  |
| Budgeted Expenditures in SFY 2021           | \$0  |   |  |  |
| Budgeted Expenditures in SFY 2022           | \$675  |   |  |  |
| Budgeted Expenditures in SFY 2023           | \$675  |   |  |  |
| Budgeted Expenditures in SFY 2024           | \$0  | <u>Status</u>   |  |  |
| Total Expenditures                          | \$1,350  | Approved  |  |  |
| ine Item ID: 462-3-0019                     |  |   |  |  |
| Allocation Type                             | <u>Is this Item for the 20% Minimuim L</u>   | earning Loss Set Aside Expenditure  |  |  |
| Direct Allocation                           | NO - this item is not marked for Learning Loss Set Aside Expenditure   |   |  |  |
| Account Name                                | Account Number   |   |  |  |
| Soc/Emot Curr                               | 66673  |   |  |  |
| Function Code                               | Object Code  | Allowable Use   |  |  |
| 1000 - Instruction                          | 600 - SUPPLIES AND MATERIALS   | 10 - Providing mental health services and supports.                                   |  |  |

USD 462 plans to use the KSDE approved and evidence based The Leader in Me Leadership Program with PK-12th Grade and Staff. USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. By implementing the The Leader in Me Leadership Program District wide for staff and students it is intended to restore student academic growth, close achievement gaps, and address Social-Emotional Issues that may have been exacerbated due to the pandemic. The Leader in Me Leadership Program will lay the foundation for sustained academic achievement and recovery from the pandemic.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$20,000 |
| Budgeted Expenditures in SFY 2023 | \$20,000 |
| Budgeted Expenditures in SFY 2024 | \$0      |
| Total Expenditures                | \$40,000 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type       | Is this Item for the 20% Minim   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |
|-----------------------|----------------------------------|---|--|
| Direct Allocation     | NO - this item is not marked for | NO - this item is not marked for Learning Loss Set Aside Expenditure                  |  |
| Account Name          | Account Number                   |   |  |
| Prof. Dev Tchr./Aides | 66674                            |   |  |
| Function Code         | Object Code                      | Allowable Use   |  |
| 1000 - Instruction    | 350 - Technical Services         | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |

USD 462 plans to utilize Educational Service Centers (Orion&Greenbush) for Professional Development of Certified Staff. In having staff attend academic professional development seminars, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. By having staff attend these seminars, the intention is to restore student academic growth, close achievement gaps, and address Social-Emotional Issues that may have been exacerbated due to the pandemic. We have approximately 30 Certified Staff members in our district with an anticipated cost of \$300 per staff member. ESSER III Funds will be used to pay for USD 462 base membership fees (\$9500 for each year the next 2 years SFY 2022 and SFY 2023) related to School Academic Improvement Services.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$9,500  |               |
| Budgeted Expenditures in SFY 2023 | \$9,500  |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| Total Expenditures                | \$19,000 | Approved      |
|                                   |          |               |
| Line Item ID: 462-3-0021          |          |               |

| Allocation Type                  | Is this Item for the 20% Minimuim    | Learning Loss Set Aside Expenditure  |  |
|----------------------------------|--------------------------------------|--|--|
| Direct Allocation                | NO - this item is not marked for Lea | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
| Account Name                     | Account Number                       |  |  |
| Tchr Salary/Tchr. Aide/Custodial | 66669                                |  |  |
| Function Code                    | Object Code                          | Allowable Use  |  |
| 1000 - Instruction               | 110 - Regular Certified Salaries     | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |

Provide retention-incentive pay for the purpose of retaining staff and recognizing that staff has used non contract time for the purpose of academic recovery, addressing learning loss, and meeting social emotional needs of students that have been affected by the COVID pandemic. USD 462 needs to retain current staff. We lost 33% of staff due to COVID 19 issues. USD 462's intention is to provide a stipend using ESSSER III Monies to retain more staff, and entice staff to continue working for USD 462.

\$500 per Full time staff and \$250 for part time staff. Once during the SFY 2022 and once during SFY 2023. 26 Teachers, 13 Classified employees, 1 School Nurse, 2 Social Workers.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$21,000 |               |
| Budgeted Expenditures in SFY 2023 | \$21,000 |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| Total Expenditures                | \$42,000 | Approved      |
| Line Item Comment from KSDE       |          |               |
| Line Item ID: 462-3-0022          |          |               |

| Allocation Type<br>Direct Allocation  |                                | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
|---------------------------------------|--------------------------------|---|--|
| <u>Account Name</u><br>Inst. Supplies | <u>Account Number</u><br>66673 |   |  |
| Function Code                         | Object Code                    | Allowable Use   |  |
| 1000 - Instruction                    | 600 - SUPPLIES AND MATERIALS   | 3 - Providing principals and other school leaders with resources to   |  |

Using the KSDE approved College readiness software and materials such as Xello, and ACT Prep, USD 462 plans to assist students to build self-knowledge, and explore post-secondary opportunities that may have gone off-track due to the pandemic.

With Xello USD 462 seeks use these materials for a K-12 online program that fully engages every student in building the skills, knowledge, and plans for future success — regardless of background, ability, low income, disability or race.

ACT Prep materials will assist USD 462 in addressing students who seem less inclined to enroll in college because they were so uncertain of what school would look like. The experience of switching from in-person to virtual learning and back again has taken a toll.

Due to the effects of Covid-19, USD 462 students have not engaged in the same amount of College/Career activities, or had access to skill development to be career ready. ESSER III Funds would be used to address these issues.

| \$0     |
|---------|
| \$3,000 |
| \$3,000 |
| \$0     |
| \$6,000 |
|         |

| <u>Status</u> |  |
|---------------|--|
| Approved      |  |

address individual school needs.

Line Item ID: 462-3-0023

.

| Allocation Type<br>Direct Allocation            | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |   |
|---|--|---|
| <u>Account Name</u><br>Inst. Supplies           | <u>Account Number</u><br>66674   |   |
| Function Code                                   | Object Code  | Allowable Use   |
| 2213 - Instructional Staff Training<br>Services | 330 - Professional Employee Training<br>and Development Services   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

Using the KSDE approved Multi-Tier System of Supports remedial practice, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Implementing the Multi-Tier System of Supports is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic. Professional Teacher Development provided by Orion Educational Service Center mainly for Grades 7-12. Orion provides guidance to Principals and certified staff as related to organizing, coordinating, and managing the effective practice of MTSS. Some of this Professional Development will be done during USD 462 Inservice Days.

| 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      | <u>Status</u> |
| -<br>Total Expenditures           | \$16,000 | Approved      |
|                                   |          |               |
| Line Item ID: 462-3-0024          |          |               |

| Allocation Type<br>Direct Allocation |                                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |
|--------------------------------------|----------------------------------|--|--|
| <u>Account Name</u><br>Rdg. Coach    | <u>Account Number</u><br>66669   |  |  |
| Function Code                        | Object Code                      | Allowable Use  |  |
| 1000 - Instruction                   | 110 - Regular Certified Salaries | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                               |  |

Paying a stipend to a Certified Teacher to serve as a Reading Coach, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. It is anticipated that non contract time will be utilized to identify, prepare, organize and distribute reading curriculum for staff. Implementing a Certified Teacher to act as a Reading Coach is intended to restore student academic growth and close achievement gaps that may have been exacerbated lost due to the pandemic.

| 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 | \$O     | <u>Status</u> |
| Total Expenditures                | \$6,000 | Approved      |
| Line Item Comment from KSDE       |         |               |
| Line Item ID: 462-3-0025          |         |               |

| YES - this item is marked for Learning Loss Set Aside Expenditure  |  |
|--|--|
| Account Number   |  |
|  |  |
| Allowable Use  |  |
|  |  |
| maintain LEA operations and services   |  |
| and employ existing LEA staff.   |  |
| and employ existing LEA staff.   |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| 66668       Object Code     Allowable Use       220 - Social Security Contributions     16 - Other activities necessary to |  |

| Allocation Type                                 | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|---|---|--|--|
| Direct Allocation                               | YES - this item is marked for Learning Loss Set Aside Expenditure     |  |  |
| <u>Account Name</u>                             | Account Number  |  |  |
| Prof. Dev.                                      | 66674   |  |  |
| Function Code                                   | Object Code   | Allowable Use  |  |
| 2213 - Instructional Staff Training<br>Services | 330 - Professional Employee Training and Development Services         | 3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs. |  |

In using KSDE Evidence-Based Approved Practices, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Providing Staff Development and implementing the KSDE approved practices is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic. USD 462 plans to have Certified Staff attend Professional Development that addresses Cognitive Guided Instruction,Core Language Arts, Read Naturally, Bridges in Mathematics, Differentiated Instruction, Trauma Informed Student Crisis Intervention and CHAMPS.

Cognitive Guide Instruction 12 Teachers SFY 2022 \$4680 SFY 2023 \$4680 Core Lang. Arts 30 Teachers SFY 2022 \$11120 SFY 2023 \$11120 Read Naturally 30 Teachers SFY 2022 \$1500 SFY 2023 \$1500 Bridges in Mathematics 12 Teachers SFY 2022 \$2100 SFY 2023 \$2100 Differentiated Instruction 30 teachers SFY 2022 \$2250 SFY 2023 \$2250 Trauma Informed 30 Teachers SFY 2022 \$1250 SFY 2023 \$1250 Champs 30 teachers SFY 2022 \$2100 SFY 2023 \$2100

| B | udgeted Expenditures in SFY 2021 | \$0      |               |
|---|----------------------------------|----------|---------------|
| B | udgeted Expenditures in SFY 2022 | \$25,000 |               |
| B | udgeted Expenditures in SFY 2023 | \$25,000 |               |
| B | udgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| Т | otal Expenditures                | \$50,000 | Approved      |
|   |                                  |          |               |

Line Item ID: 462-3-0027

| Allocation Type    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
|--------------------|---|---|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |  |
| Account Name       | Account Number  |   |  |
| Go Guardian        | 65770   | 65770   |  |
| Function Code      | Object Code   | Allowable Use   |  |
| 1000 - Instruction | 735 - Technology -Related Software                                    | 9 - Purchasing educational technology<br>(including hardware, software, and |  |

Go Guardian is a tool that provides insights into our students' online behavior. Go Guardian alerts allow USD 462 staff to identify those children and students in need of extra academic attention and counseling which will help USD 462, its students and families.

connectivity) for the LEA's students.

USD 462 staff will utilize Go Guardian to ensure that students are following the lesson, monitor student progress while using Chromebooks. Using Go Guardian will assist USD 462 to begin academic recovery and address any learning loss of all students related to the pandemic. This includes students from all student subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Go Guardian is intended to help restore student academic growth and close achievement gaps that may have been exacerbated lost due to the pandemic.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$4,125 |               |
| Budgeted Expenditures in SFY 2023 | \$4,125 |               |
| Budgeted Expenditures in SFY 2024 | \$0     | <u>Status</u> |
| Total Expenditures                | \$8,250 | Approved      |

Line Item ID: 462-3-0029

| Allocation Type                                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|--|---|--|--|
| Direct Allocation                                | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| <u>Account Name</u>                              | <u>Account Number</u>   |  |  |
| Technology Tech Aide                             | 66676   |  |  |
| Function Code                                    | Object Code Allowable Use   |  |  |
| 2200 - Support Services (Instructional<br>Staff) | 120 - Regular Non-Certified Salaries                                  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |  |

Tech. Aide Hrs.-Part time personnel employment hours for addressing increase in technology issues due to anticipated extra usage related to extra and new inventory. USD 462 plan on utilizing extra tech hours for teacher and student support with technology devices. With properly operating technology, USD 462 seeks to begin academic recovery and address any learning loss of all students related to the pandemic. This includes students from all student subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. An upgraded computer inventory, in good working condition is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic. 1 technology aide, 60 extra hours= \$725

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$725   |               |
| Budgeted Expenditures in SFY 2023 | \$725   |               |
| Budgeted Expenditures in SFY 2024 | \$0     | <u>Status</u> |
| <br>Total Expenditures            | \$1,450 | Approved      |
| Line Item Comment from KSDE       |         |               |
| Line Item ID: 462-3-0030          |         |               |

| Allocation Type                                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure<br>Account Number<br>66677 |   |  |
|--|--|---|--|
| Direct Allocation                                |  |   |  |
| Account Name                                     |  |   |  |
| Tech Aide FICA                                   |  |   |  |
| Function Code                                    | Object Code Allowable Use  |   |  |
| 2200 - Support Services (Instructional<br>Staff) | 220 - Social Security Contributions<br>maintain LEA operations and service<br>and employ existing LEA staff.   |   |  |
| Please describe the expenditures with            | in the account and how they will addres  | ss a COVID-19 need  |  |
| Tech Aide FICA-benefit expenditure relat         | ed to salary   |   |  |
| Budgeted Expenditures in SFY 2021                | \$0  |   |  |
| Budgeted Expenditures in SFY 2022                | <b>3</b> \$56  |   |  |
| Budgeted Expenditures in SFY 2023                |  |   |  |
| Budgeted Expenditures in SFY 2024                |  |   |  |
| Total Expenditures                               | \$112  | Approved  |  |
| ine Item ID: 462-3-0031                          |  |   |  |
| Allocation Type                                  | Is this Item for the 20% Minimuim L  | earning Loss Set Aside Expenditure                                  |  |
| Direct Allocation                                | YES - this item is marked for Learning   | oss Set Aside Expenditure   |  |
| Account Name                                     | Account Number   |   |  |
| After School Tutor                               | 66635  |   |  |
| Function Code                                    | Object Code  | Allowable Use   |  |
| 1000 - Instruction                               | 120 - Regular Non-Certified Salaries   | 3 - Providing principals and other school leaders with resources to |  |

By implementing a Non School Day Extended Learning Program and an after school tutoring program, USD 462 seeks to begin academic recovery and address any learning loss of students related to the pandemic. This includes students from subgroups that are present in USD 462 including low income families, students with disabilities, and students from racial and ethnic groups. Implementing a Non School Day Program and an After School Tutoring Program is intended to restore student academic growth and close achievement gaps that may have been exacerbated due to the pandemic. ESSER III Funds received will be used to pay staff \$25 per hour for monitoring and supervising these programs.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$2,500 |
| Budgeted Expenditures in SFY 2023 | \$2,500 |
| Budgeted Expenditures in SFY 2024 | \$0     |
| Total Expenditures                | \$5,000 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type  | <u>Is this Item for the 20% Minimuim L</u>  | <u>earning Loss Set Aside Expenditure.</u>                          |
|--|---|---|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure   |   |
| Account Name   | Account Number  |   |
| After School FICA  | 66677   |   |
| Function Code  | Object Code   | Allowable Use   |
| 2200 - Support Services (Instructional   | 220 - Social Security Contributions   | 16 - Other activities necessary to                                  |
|  | ,, _, |   |
| Staff)   | in the account and how they will addre  | maintain LEA operations and services and employ existing LEA staff. |
| Staff)   | in the account and how they will addre  | maintain LEA operations and services and employ existing LEA staff. |
| Staff) Please describe the expenditures with   | in the account and how they will addre  | maintain LEA operations and services and employ existing LEA staff. |
| Staff) Please describe the expenditures with Benefit expenditure related to after scho   | in the account and how they will addre<br>ol salary and non school day salary   | maintain LEA operations and services and employ existing LEA staff. |
| Staff)<br>Please describe the expenditures with<br>Benefit expenditure related to after scho<br>Budgeted Expenditures in SFY 2021                                      | in the account and how they will addre<br>ol salary and non school day salary<br>\$0  | maintain LEA operations and services and employ existing LEA staff. |
| Staff)<br>Please describe the expenditures with<br>Benefit expenditure related to after scho<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | in the account and how they will addre<br>ol salary and non school day salary<br>\$0<br>\$195   | maintain LEA operations and services and employ existing LEA staff. |

## **ESSER III APPLICATION FOR D0480**

#### **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

| C         | <b>D'</b> | Information |
|-----------|-----------|-------------|
| ( IIrrent | DIFECTORY | Intormation |
| Current   | Directory | mution      |

| <u>District</u>     | <u>Address</u>                    | Mail Address                   |
|---------------------|-----------------------------------|--------------------------------|
| Liberal             | 7 Parkway Blvd, Liberal, KS 67901 | Box 949, Liberal, KS 679050949 |
|                     |                                   |                                |
| Superintendent Name | Superintendent E-mail Address     | Superintendent Phone Number    |

#### Authorized Representative of the District Information

| <u>Name</u>                   | Position of Title | E-mail Address                                   | Phone Number   |  |  |  |
|-------------------------------|-------------------|--|----------------|--|--|--|
| Todd Carter                   | Superintendent    | todd.carter@usd480.net                           | (620) 604-1010 |  |  |  |
| Other District Representative | <u>1 - Name</u>   | Other District Representative 1 - E-mail Address |                |  |  |  |
| Nila Newton                   |                   | nila.newton@usd480.net                           |                |  |  |  |
| Other District Representative | <u> 2 - Name</u>  | Other District Representative 2 - E-mail Address |                |  |  |  |
| Jerry Clay                    |                   | jerry.clay@usd480.net                            |                |  |  |  |

#### **Plan for Safe Return**

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

https://www.usd480.net/article/498559

#### **Use of Funds for CDC Guidance**

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

USD 480 has worked with various entities in our community to make sure we are continuing to follow the most up-to-date CDC and KDHE guidance as we have moved through this pandemic. Our District Plan for Safe Return to In-Person Instruction and Continuity of Services directly incorporates CDC recommended mitigation strategies for the safe reopening and operation of our schools. This includes following state and local regulations/mandates for the proper use of masks, supporting our student, teacher, school leader and family community to engage in hygiene practices such as frequent handwashing, and more. ESSER funds will be used to support the specific, CDC-recommended strategies to include:

1) USD 480 will continue to provide additional hand sanitizing stations, make masks available to any person who enters one of our buildings, practice social distancing, continuing to disinfect surfaces, and work closely with the Seward County Health Department to identify and mitigate any COVID-19 outbreaks.

2) We will continue to provide stations at the entrance of each building for individuals to check their temperature before entering the building.

3) USD 480 has added an additional nurse to help identify and contain COVID cases within our school system; this additional nurse has also allowed our head nurse to spend more time working with the Seward County Health Department without losing a nurse at one of our schools.

4) USD 480 has also begun the process of upgrading our ventilation systems at our older buildings to insure they are up to the highest and most current standards and ensuring ventilation systems in schools operate properly when facilities are occupied to increase air turnover.

5) We have closed off all public water fountains to reduce the risk of transmission while providing alternative sources of hydration.

6) USD 480 will continue cleaning frequently used surfaces with increased focus on "touch point sanitation" (such as door handles, handrails and bathrooms) and will ensure the provision of personal protective equipment.

In addition to the above CDC-supported mitigation strategies, we will continue to work with the Seward County Health Department on a routine basis to follow the KDHE guidelines for contact tracing, isolation and quarantine orders. USD 480 will make reasonable accommodations for children with disabilities and will provide tiered support and disability services to meet the individual academic needs of all students. Staff social, emotional and mental health services will be addressed through grant supported professional development and health/mental health benefits provided by the District.

### Stakeholder Engagement

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

#### Students

In addition to making our 9-part survey available to all students, we specifically targeted a cross-section of students that would give us a good representation of our total student population for an in-person survey. During the survey process, we explained the importance of their responses to the survey on the future of our school system. The students we directly reached out to and surveyed provided USD 480 with meaningful and thoughtful responses. They listed "Staff Quality and Retention" as well as "Social-Emotional Learning" as chief concerns moving forward. They also emphasized that the COVID-19 pandemic added additional strain to their mental health and were grateful to be able to return to in-person learning where they were able to see their counselors and teachers everyday.

USD 480 ESSER III Survey - Students

Q1. What is your affiliation to USD 480? (Select all that apply) Answer Choices Response Percent Responses Parent 0.0% 0 Student 100.0% 19 Community Member 0.0% 0

Business Owner 0.0% 0 External Service Provider for Students 0.0% 0 Staff Member 0.0% 0 Other (please specify) 0.0% 0 Answered 19 Skipped 0

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply) Answer Choices Response Percent Responses Tribes 0.0% 0 Civil Rights Organizations (including disability rights) 5.26% 1 Representing interests of children with disabilities 5.26% 1 Representing interests of children with English Language Learners 5.26% 1 Representing interests of children experiencing homelessness 5.26% 1 Representing interests of children in foster care 5.26% 1 Representing interests of migratory students 5.26% 1 None 94.74% 18 Other (please specify) 0.0% 0 Answered 19 Skipped 0 Q3. If you have children, which grade levels are they currently in? (select all that apply) Answer Choices Response Percent Responses PreK-5 0.0% 0 6-8 0.0% 0 9-12 0.0% 0 I do not have children in the school system. 100.0% 18 Answered 18 Skipped 1

| Q4. Please rate the level of<br>Answer Choices Not I | • |   | ing learning oppor<br>ortant Important Ve |   | Total |
|--|---|---|---|---|-------|
| Summer School  | 0 | 9 | 7   | 3 | 19    |
| Afterschool Programs                                 | 0 | 7 | 6   | 6 | 19    |
| Personalized Interventions                           | 0 | 3 | 10  | 6 | 19    |
| Enhanced Technology<br>Answered 19<br>Skipped 0      | 0 | 3 | 8   | 8 | 19    |

| Q5. Please rate the level of importan | nce for the followi | ing learning mater | ials:              |       |    |
|---------------------------------------|---------------------|--------------------|--------------------|-------|----|
| Answer Choices Not Impe               | ortant Somewhat     | Important Importa  | ant Very Important | Total |    |
| Reading materials and                 |                     |                    |                    |       |    |
| interventions                         | 0                   | 4                  | 10                 | 5     | 19 |
| Math materials and interventions      | 0                   | 4                  | 9                  | 6     | 19 |
| English materials and interventions   | 0                   | 6                  | 9                  | 4     | 19 |
| English Language Learner              |                     |                    |                    |       |    |
| materials and interventions           | 0                   | 5                  | 5                  | 9     | 19 |
| Science materials and interventions   | 0                   | 4                  | 10                 | 5     | 19 |
| Social Studies materials and          |                     |                    |                    |       |    |
| interventions                         | 0                   | 5                  | 11                 | 3     | 19 |
| Answered 19                           |                     |                    |                    |       |    |
| Skipped 0                             |                     |                    |                    |       |    |

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of selfawareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

| rate the level of importance for the   | following:      |                      |                    |                       |                       |
|--|-----------------|----------------------|--------------------|-----------------------|-----------------------|
|  | -               | what Important Im    | portant Very Imp   | ortant Total          |                       |
| Social Emotional Learning              |                 | •                    | . , , ,            |                       |                       |
| curriculum and assessments             | 0               | 2                    | 9                  | 8                     | 19                    |
| Parent Resources                       | 0               | 4                    | 6                  | 9 19                  |                       |
| Staff and administrator training       | 0               | 2                    | 6                  | 11 19                 | 9                     |
| Evaluation of the Social Emotional     |                 |                      |                    |                       |                       |
| Learning Program                       | 0               | 3                    | 7                  | 9 1                   | 9                     |
| Answered 19                            |                 |                      |                    |                       |                       |
| Skipped 0                              |                 |                      |                    |                       |                       |
|  |                 |                      |                    |                       |                       |
|  |                 |                      |                    |                       |                       |
| Q7. Personnel refers to the investment | nent in people  | and staff to suppo   | rt the school dist | rict. Please rate the | e level of importance |
| for the following:                     |                 |                      |                    |                       |                       |
| Answer Choices Not Imp                 | portant Somew   | hat Important Imp    | ortant Very Impo   | ortant Total          |                       |
| Staff quality and retention            |                 |                      |                    |                       |                       |
| (paraprofessionals, administrators,    |                 |                      |                    |                       |                       |
| support staff)                         | 0               | 3                    | 9                  | 7 1                   | 9                     |
| Teacher quality and retention          | 0               | 2                    | 8                  | 9 19                  |                       |
| Support for specific student           |                 |                      |                    |                       |                       |
| populations (Special Education,        |                 |                      |                    |                       |                       |
| English Language Learners)             | 0               | 3                    | 6                  | 10 19                 | )                     |
| Data support for teachers and          |                 |                      |                    |                       |                       |
| administrators                         | 0               | 4                    | 12                 | 3 1                   | 9                     |
| Answered 19                            |                 |                      |                    |                       |                       |
| Skipped 0                              |                 |                      |                    |                       |                       |
|  |                 |                      |                    |                       |                       |
|  |                 |                      |                    |                       |                       |
| Q8. Operations and Facilities refers   | to the physica  | al operations of sch | ools, busses, and  | d school buildings.   | Please rate the level |
| of importance for the following:       |                 |                      |                    |                       |                       |
|  | portant Somew   | hat Important Imp    | ortant Very Impo   | ortant Iotal          |                       |
| Heating, Ventilation, and              |                 | 4                    | 10                 |                       | <b>^</b>              |
| Air Conditioning upgrades              | 0               | 1                    | 10                 |                       | 9                     |
| Enhanced cleaning technology 0         |                 | 3                    | 8                  | 7 18                  |                       |
| Answered 19                            |                 |                      |                    |                       |                       |
| Skipped 0                              |                 |                      |                    |                       |                       |
|  |                 |                      |                    |                       |                       |
|  | .•              |                      | ., .               |                       |                       |
| Q9. Please add any other strategie     | s or suggestion | is we should be co   | nsidering.         |                       |                       |
| Answered 10                            |                 |                      |                    |                       |                       |
| Skipped 9                              |                 |                      |                    |                       |                       |
|  |                 |                      |                    |                       |                       |
|  |                 |                      |                    |                       |                       |

#### Families

We provided access to our 9-part survey to every family in our district through every digital modality at our disposal. We provided the survey in both English and Spanish to accommodate the population we serve. Our local media outlets also helped us remind and encourage our families of the importance of the survey. Over 44 percent of all of our respondents were parents of at least one student in our district.

USD 480 ESSER III Survey - Families

Q1. What is your affiliation to USD 480? (Select all that apply) Answer Choices Response Percent Responses Parent 100.0% 92 Student 0.0% 0 Community Member 27.17% 25 Business Owner 13.04% 12 External Service Provider for Students 0.0% 0 Staff Member 33.7% 31 Other (please specify) 4.35% 4 Answered 92 Skipped 0 Q2. Are you part of or have relationships to any of the following groups? (Select all that apply) Answer Choices Response Percent Responses Tribes 6.98% 6 Civil Rights Organizations (including disability rights) 9.3% 8 Representing interests of children with disabilities 22.09% 19 Representing interests of children with English Language Learners 10.47% 9 Representing interests of children experiencing homelessness 8.14% 7 Representing interests of children in foster care 11.63% 10 Representing interests of migratory students 8.14% 7 None 65.12% 56 Other (please specify) 1.16% 1 Answered 86 Skipped 6 Q3. If you have children, which grade levels are they currently in? (select all that apply) Answer Choices Response Percent Responses PreK-5 42.39% 39 6-8 45.65% 42 9-12 44.57% 41 I do not have children in the school system. 3.26% 3 Answered 92 Skipped 0 Q4. Please rate the level of importance for the following learning opportunities: Answer Choices Not Important Somewhat Important Important Very Important Total Summer School 13 24 36 17 Afterschool Programs 8 18 35 28 Personalized Interventions 4 12 30 42 Enhanced Technology 6 13 33 24 Answered 92 Skipped 0 Q5. Please rate the level of importance for the following learning materials: Answer Choices Not Important Somewhat Important Important Very Important Total Reading materials and interventions 0 6 33 50 Math materials and interventions 0 5 37 46 English materials and interventions 7 38 1 37 English Language Learner materials and interventions 3 7 33 38 Science materials and interventions 2 13 36

3

16

Social Studies materials and interventions

90

89

88

76

89

83

28

27

34

88

81

79

80

| Answered 92<br>Skipped 0  |                                    |                                       |                 |                |              |                          |
|---|------------------------------------|---------------------------------------|-----------------|----------------|--------------|--------------------------|
| Q6. Social Emotional Learning (S<br>awareness, self-management, so<br>rate the level of importance for t<br>Answer Choices                | ocial awareness,<br>the following: |                                       | ls, responsible | e decision-mal | king, execut | ive function. Please     |
| Social Emotional Learning<br>curriculum and assessments   | 6                                  | 14                                    |                 | 33             | 36           | 89                       |
| Parent Resources  | 5                                  | 22                                    |                 | 32             | 30           | 89                       |
| Staff and administrator training  | 3                                  | 13                                    |                 | 28             | 43           | 87                       |
| Evaluation of the Social Emotion  |                                    | 15                                    | 4               | 20             | 45           | 07                       |
| Learning Program<br>Answered 91<br>Skipped 1  | 5                                  | 19                                    |                 | 32             | 31           | 87                       |
| Q7. Personnel refers to the invest<br>for the following:<br>Answer Choices Not Impo<br>Staff quality and retention<br>(paraprofessionals, |                                    | e and staff to su<br>It Important Imp |                 |                |              | e level of importance    |
| administrators, support staff)  | 0                                  | 4                                     | 25              | 60             | 89           |                          |
| Teacher quality and retention   | 0                                  | 3                                     | 18              | 69             | 90           |                          |
| Support for specific student  | C C                                | C C                                   |                 |                |              |                          |
| populations (Special Education,   |                                    |                                       |                 |                |              |                          |
| English Language Learners)  | 3                                  | 12                                    | 25              | 4              | 18 8         | 38                       |
| Data support for teachers and   | 0                                  |                                       |                 |                |              |                          |
| administrators<br>Answered 91<br>Skipped 1  | 11                                 | 15                                    | 34              |                | 28           | 88                       |
| Q8. Operations and Facilities refeins the following:<br>Answer Choices<br>Heating, Ventilation, and                                       |                                    | cal operations o<br>Somewhat Impo     |                 |                | -            | Please rate the level of |
| Air Conditioning upgrades   | 4                                  | 10                                    | 30              |                | 46 90        |                          |
| Enhanced cleaning technology<br>Answered 91<br>Skipped 1  | 8                                  | 12                                    | 43              |                | 28 91        |                          |
| Q9. Please add any other strateg<br>Answered 28<br>Skipped 64   | ies or suggestic                   | ons we should b                       | e considering.  |                |              |                          |

School and District Administrators including Special Education Administration

All of our school and district administrators, including our special education administrators, were encouraged to participate in our district-wide survey. Our results showed that we were able to collect insightful information from a high percentage of our district administrators.

Survey responses were received anonymously, which we believe encouraged more candid input from our respondents. Administrators from every level of USD 480 have been able to provide input throughout the entire ESSER process and have had unrestricted access to the District Leadership Team and the Superintendent.

We did not collect responses from administrators separately from other staff - their responses will be included below.

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

USD 480 made the ESSER survey available to every staff member of the district via our school email system, as well as on our district website. Over forty-four percent (44%) of all respondents stated they were employed by USD 480. Administrative teams at each facility were encouraged to work together to discuss pandemic related issues that ESSER funding could help resolve, both on a district level as well as at the campus level and to provide those results to the District Leadership Team. Input from the survey as well as feedback from our administrators was considered in the development of this application.

USD 480 ESSER III Survey - Staff

Q1. What is your affiliation to USD 480? (Select all that apply) Answer Choices Response Percent Responses Parent 33.33% 31 Student 0.0% 0 Community Member 15.05% 14 Business Owner 2.15% 2 External Service Provider for Students 0.0% 0 Staff Member 100.0% 93 Other (please specify) 0.0% 0 Answered 93 Skipped 0 Q2. Are you part of or have relationships to any of the following groups? (Select all that apply) Answer Choices Response Percent Responses Tribes 7.32% 6 Civil Rights Organizations (including disability rights) 7.32% 6 Representing interests of children with disabilities 19.51% 16 Representing interests of children with English Language Learners 15.85% 13

Representing interests of children experiencing homelessness 12.2% 10

Representing interests of children in foster care 12.2% 10 Representing interests of migratory students 14.63% 12

None 62.2% 51

Other (please specify) 3.66% 3 Answered 82 Skipped 11 Q3. If you have children, which grade levels are they currently in? (select all that apply) Answer Choices Response Percent Responses PreK-5 20.45% 18 6-8 14.77% 13 9-12 17.05% 15 I do not have children in the school system. 61.36% 54 Answered 88

| Skipped 5   |                   |   |          |                          |          |                     |
|---|-------------------|---|----------|--------------------------|----------|---------------------|
| Q4. Please rate the level of in<br>Answer Choices   | •                 | following learning onewhat Important        |          | y Important <sup>-</sup> | Total    |                     |
| Summer School   | 8                 | 14  | 38       | 30                       | 90       |                     |
| Afterschool Programs  | 3                 | 18  | 34       | 35                       | 90       |                     |
| Personalized Interventions  | 2                 | 6   | 32       | 50                       | 90       |                     |
| Enhanced Technology<br>Answered 92<br>Skipped 1   | 4                 | 21  | 31       | 27                       | 83       |                     |
| Q5. Please rate the level of in<br>Answer Choices   |                   | following learning<br>Somewhat Importa      |          | en/Importar              | nt Total |                     |
|   | •                 |   | 27       | 57                       | 89       |                     |
| Reading materials and intervent   |                   | 4   |          |                          |          | h                   |
| Math materials and intervent  |                   | 4   | 34       | 51                       | 9(       | J                   |
| English materials and interve<br>English Language Learner ma  | aterials          | 5   | 39       | 39                       | 86       |                     |
| and interventions   | 4                 | 7   | 35       | 41                       |          | 87                  |
| Science materials and interve   | ntions 1          | 9   | 47       | 26                       |          | 83                  |
| Social Studies materials and  |                   |   |          |                          |          |                     |
| interventions<br>Answered 92<br>Skipped 1   | 2                 | 9   | 48       |                          | 27       | 86                  |
| awareness, self-management<br>rate the level of importance f<br>Answer Choices<br>Social Emotional Learning | or the following: | tant Somewhat Imp                           |          |                          | -        |                     |
| curriculum and assessments  |                   | 7 14  | 34       | 34                       |          | 89                  |
| Parent Resources  |                   | 2 21  | 41       | 26                       |          | 90                  |
| Staff and administrator traini  | na                | 3 15  | 27       | 45                       |          | 90                  |
| Evaluation of the Social Emot   | -                 |   |          |                          |          |                     |
| Learning Program<br>Answered 91<br>Skipped 2  |                   | 7   | 17 3     | 88                       | 28       | 90                  |
| Staff quality and retention   | Important Some    | ble and staff to supp<br>what Important Imp |          |                          |          | level of importance |
| (paraprofessionals, administr   |                   | 2   | 10       | <i>C</i> 7               | 00       |                     |
| support staff)  | 0                 | 2   | 19<br>12 | 67<br>76                 | 88       |                     |
| Teacher quality and retention<br>Support for specific student   |                   | 0   | 13       | 76                       | 89       |                     |
| populations (Special Education<br>English Language Learners)  | on,<br>1          | 10  | 25       | 52                       | 88       |                     |
| Data support for teachers<br>and administrators<br>Answered 90  | 8                 | 18  | 30       | 33                       | 89       |                     |
| Skipped 3   |                   |   |          |                          |          |                     |

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following: Answer Choices Not Important Somewhat Important Important Very Important Total Heating, Ventilation, and Air Conditioning upgrades 0 10 90 34 46 Enhanced cleaning technology 4 16 38 32 90 Answered 91 Skipped 2 Q9. Please add any other strategies or suggestions we should be considering. Answered 28 Skipped 65 Tribes While USD 480 does not service any particular tribe, we were able to identify and directly reach out to those we knew were members of a recognized tribal nation. We were able to receive and incorporate responses from those who identify as tribes members. USD 480 ESSER III Survey -Tribes Q1. What is your affiliation to USD 480? (Select all that apply) Answer Choices Response Percent Responses Parent 54.55% 6 Student 0.0% 0 Community Member 36.36% 4 Business Owner 0.0% 0 External Service Provider for Students 0.0% 0 Staff Member 54.55% 6 Other (please specify) 0.0% 0 Answered 11 Skipped 0

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply) Answer Choices Response Percent Responses Tribes 100.0% 11 Civil Rights Organizations (including disability rights) 27.27% 3 Representing interests of children with disabilities 36.36% 4 Representing interests of children with English Language Learners 18.18% 2 Representing interests of children experiencing homelessness 18.18% 2 Representing interests of children in foster care 18.18% 2 Representing interests of migratory students 18.18% 2 None 0.0% 0 Other (please specify) 0.0% 0 Answered 11 Skipped 0

Q3. If you have children, which grade levels are they currently in? (select all that apply)
Answer Choices Response Percent Responses
PreK-5 0.0% 0
6-8 9.09% 1

| 9-12 45.45% 5   |
|---|
| I do not have children in the school system. 54.55% 6 |
| Answered 11   |
| Skipped 0   |
|   |

| Answer Choices No   | ot Important Somew   | hat Important Imp          | ortant Very Im                     | iportant To | tal |         |    |    |
|---|--|----------------------------|------------------------------------|-------------|-----|---------|----|----|
| Summer School   | 1  | 0                          | 6                                  | 4           | 11  |         |    |    |
| Afterschool Programs  | 0  | 1                          | 4                                  | 6           |     | 11      |    |    |
| Personalized Interventions  | 1  | 1                          | 3                                  | 6           |     | 11      |    |    |
| Enhanced Technology<br>Answered 11<br>Skipped 0   | 0  | 2                          | 2                                  | 5           |     | 9       |    |    |
|   |  |                            |                                    |             |     |         |    |    |
| Q5. Please rate the level of im<br>Answer Choices   | Not Important So   | mewhat Important           | t Important Ve                     |             | _   |         |    |    |
| Answer Choices<br>Reading materials and interve   | Not Important So<br>ntions 0                                       | 5 5                        |                                    |             | 5   | l<br>10 | 11 |    |
| Answer Choices<br>Reading materials and interve<br>Math materials and intervention  | Not Important So<br>ntions 0<br>ons 0                              | mewhat Important<br>0<br>0 | t Important Ve<br>5<br>7           |             | 5 4 | 10      | 11 |    |
| Answer Choices<br>Reading materials and interve<br>Math materials and intervention<br>English materials and intervention                                    | Not Important So<br>Intions 0<br>Intions 0<br>Intions 0            | mewhat Important           | t Important Ve                     |             | 5   |         | 11 |    |
| Answer Choices<br>Reading materials and interve<br>Math materials and intervention  | Not Important So<br>Intions 0<br>Intions 0<br>Intions 0            | mewhat Important<br>0<br>0 | t Important Ve<br>5<br>7           |             | 5 4 | 10      |    | 0  |
| Answer Choices<br>Reading materials and interve<br>Math materials and intervention<br>English materials and intervent<br>English Language Learner materials | Not Important So<br>entions 0<br>ons 0<br>ntions 0<br>terials<br>0 | mewhat Important<br>0<br>0 | t Important Ve<br>5<br>7<br>5<br>6 |             | 5 4 | 10<br>9 |    | 09 |

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of selfawareness, self-management, social awareness, relationship skills, responsible decision-making, executive function. Please rate the level of importance for the following:

| Answer Choices                   | Not Important Sor | newhat Importar | nt Important Very | <sup>r</sup> Important Tota | al |
|----------------------------------|-------------------|-----------------|-------------------|-----------------------------|----|
| Social Emotional Learning        |                   |                 |                   |                             |    |
| curriculum and assessments       | 0                 | 2               | 5                 | 4                           | 11 |
| Parent Resources                 | 0                 | 3               | 6                 | 2                           | 11 |
| Staff and administrator training | 0                 | 2               | 4                 | 4                           | 10 |
| Evaluation of the Social Emotion | al                |                 |                   |                             |    |
| Learning Program                 | 1                 | 2               | 3                 | 4                           | 10 |
| Answered 11                      |                   |                 |                   |                             |    |
| Skipped 0                        |                   |                 |                   |                             |    |
|                                  |                   |                 |                   |                             |    |

Q7. Personnel refers to the investment in people and staff to support the school district. Please rate the level of importance for the following:

| Answer Choices                      | Not Important Sor | newhat Impor | rtant Important Vei | y Important Tota | al |    |
|-------------------------------------|-------------------|--------------|---------------------|------------------|----|----|
| Staff quality and retention         |                   |              |                     |                  |    |    |
| (paraprofessionals, administrators, |                   |              |                     |                  |    |    |
| support staff)                      | 0                 | 0            | 5                   | 6                | 11 |    |
| Teacher quality and retention       | 0                 |              | 0                   | 1 10             | )  | 11 |
| Support for specific student        |                   |              |                     |                  |    |    |
| populations (Special Education,     |                   |              |                     |                  |    |    |
| English Language Learners)          | 0                 | 2            | 6                   | 2                | 10 |    |
| Data support for teachers and adm   | ninistrators 3    | 2            | 5                   | 1                | 11 |    |
| Answered 11                         |                   |              |                     |                  |    |    |
| Skipped 0                           |                   |              |                     |                  |    |    |

Q8. Operations and Facilities refers to the physical operations of schools, busses, and school buildings. Please rate the level of importance for the following:

| r Choices              | Not Important Somewhat Important Important Very Important Total                   |   |   |   |   |  |
|------------------------|---|---|---|---|---|--|
| g, Ventilation, and    |   |   |   |   |   |  |
| nditioning upgrades    | 0   | 0   | 3   | 8   | 11  |  |
| ed cleaning technology | 0   | 1   | 7   | 3   | 11  |  |
| wered 11               |   |   |   |   |   |  |
| ped 0                  |   |   |   |   |   |  |
|                        |   |   |   |   |   |  |
|                        | g, Ventilation, and<br>nditioning upgrades<br>red cleaning technology<br>vered 11 | g, Ventilation, and<br>nditioning upgrades 0<br>eed cleaning technology 0<br>wered 11 | g, Ventilation, and<br>nditioning upgrades 0 0<br>red cleaning technology 0 1<br>vered 11 | g, Ventilation, and<br>nditioning upgrades 0 0 3<br>red cleaning technology 0 1 7<br>wered 11 | g, Ventilation, and<br>nditioning upgrades 0 0 3 8<br>red cleaning technology 0 1 7 3<br>vered 11 |  |

Q9. Please add any other strategies or suggestions we should be considering. Answered 4 Skipped 7

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

USD 480 took a targeted approach to Civil Rights and Disability Rights Organizations, in addition to making our survey available online. We were able to contact and receive feedback from individuals representing local organizations who stressed the importance of continued communication moving forward. Most respondents from these organizations put an emphasis on intervention materials and training, as well as anything that would promote inclusion and opportunities for all. Based on the input we received, USD 480 will look to provide transportation options to service a broader range of our population and begin offering Unified Bowling next school year to be facilitated with ESSER funding.

USD 480 ESSER III Survey - Civil Rights Organizations

Civil Rights - Who were the Civil Rights organizations reached out to? NE Liberal Leadership LACF - Liberal Area Coalition for Families LULAC - League of United Latin American Citizens

Q1. What is your affiliation to USD 480? (Select all that apply) Answer Choices Response Percent Responses Parent 61.54% 8 Student 7.69% 1 Community Member 46.15% 6 Business Owner 23.08% 3 External Service Provider for Students 0.0% 0 Staff Member 46.15% 6 Other (please specify) 0.0% 0 Answered 13 Skipped 0

Q2. Are you part of or have relationships to any of the following groups? (Select all that apply) Answer Choices Response Percent Responses Tribes 23.08% 3 Civil Rights Organizations (including disability rights) 100.0% 13 Representing interests of children with disabilities 84.62% 11 Representing interests of children with English Language Learners 53.85% 7 Representing interests of children experiencing homelessness 53.85% 7 Representing interests of children in foster care 61.54% 8 Representing interests of migratory students 46.15% 6

| None 0.0% 0<br>Other (please specify) 0.0% 0<br>Answered 13<br>Skipped 0   |   |  |                  |                    |                         |
|--|---|--|------------------|--------------------|-------------------------|
| Q3. If you have children, which grac<br>Answer Choices Response Percent F<br>PreK-5 25.0% 3<br>6-8 16.67% 2<br>9-12 41.67% 5<br>I do not have children in the school<br>Answered 12<br>Skipped 1   | Responses                                   |  | ect all that app | ly)                |                         |
| Q4. Please rate the level of importa   |   |  |                  |                    |                         |
|  |   | ewhat Important  |                  | •                  |                         |
| Summer School<br>Afterschool Programs  | 1   | 3  | 5                | 4                  | 13<br>13                |
| Personalized Interventions   | 2<br>1                                      | 0  | 4<br>5           | 6<br>7             | 13                      |
| Enhanced Technology  | 3   | 2  | 3                | , 5                | 13                      |
| Answered 13<br>Skipped 0   | 5   | L  | 5                | 5                  | 15                      |
| Reading materials and interventions<br>Math materials and interventions<br>English materials and interventions<br>English Language Learner<br>materials and interventions<br>Science materials and interventions<br>Social Studies materials and interventions | ot Important Sor<br>s 0<br>0<br>0<br>0<br>0 | wing learning ma<br>newhat Importan<br>0<br>0<br>0<br>1<br>1<br>1<br>1 |                  | • •                | 13<br>13                |
| Answered 13<br>Skipped 0<br>Q6. Social Emotional Learning (SEL)  |   | -  |                  |                    |                         |
| awareness, self-management, socia rate the level of importance for the   |   | itionship skills, res  | sponsible decisi | on-making, exe     | cutive function. Please |
|  | -   | omewhat Importa  | nt Important Ve  | ery Important To   | otal                    |
| Social Emotional Learning  |   | 1  |                  |                    |                         |
| curriculum and assessments   | 0   | 0  | 3                | 10                 | 13                      |
| Parent Resources   | 0   | 2  | 3                | 8                  | 13                      |
| Staff and administrator training   | 0   | 0  | 1                | 12                 | 13                      |
| Evaluation of the Social Emotional   |   |  |                  |                    |                         |
| Learning Program<br>Answered 13<br>Skipped 0   | 1   | 1  | 2                | 9                  | 13                      |
| Q7. Personnel refers to the investm for the following:   | ent in people an                            | d staff to support   | the school dist  | trict. Please rate | the level of importance |

Answer Choices

| (paraprofessionals, administrators,   | -                            | c                 |        | • • •        |    |
|---|------------------------------|-------------------|--------|--------------|----|
| support staff)  | 0                            | 0                 | 4      | 9 13         |    |
| Teacher quality and retention   | 0                            | 0                 | 2      | 11           | 13 |
| Support for specific student populat  | ions                         |                   |        |              |    |
| (Special Education, English   |                              |                   |        |              |    |
| Language Learners)  | 0                            | 0                 | 5      | 8            | 13 |
| Data support for teachers and   |                              |                   |        |              |    |
| administrators  | 3                            | 3                 | 5      | 2            | 13 |
| Answered 13   |                              |                   |        |              |    |
| Skipped 0   |                              |                   |        |              |    |
| Answer Choices No<br>Heating, Ventilation, and<br>Air Conditioning upgrades<br>Enhanced cleaning technology<br>Answered 13<br>Skipped 0 | ot Important Somev<br>3<br>3 | 0<br>1            | 4      | 6 13<br>3 13 |    |
| Q9. Please add any other strategies o<br>Answered 7   | or suggestions we s          | should be conside | ering. |              |    |

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

USD 480 was able to collect feedback from stakeholders representing students in every underserved category outlined by KSDE, as well as additional categories more unique to our service area. These categories include stakeholders that represent the interests of juvenile offenders and their families as well as groups that represent the interests of Hispanic/Latin-American students specifically. On average, USD 480 collected over 20 responses from each of the groups KSDE listed. Their concerns centered around maintaining in-person learning as well as providing summer school and afterschool programs.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students - Please address each of the individual subgroup and whether or not you have them. Also what were their responses when you reached out? We have responses from all groups except "children who are incarcerated" and the "other underserved students" category. Below you will find the disaggregated responses from the stakeholder groups we received responses from.

USD 480 ESSER III Survey - Rep. Children with Disabilities

Q1. What is your affiliation to USD 480? (Select all that apply) Answer Choices Response Percent Responses Parent 57.58% 19 Student 3.03% 1 Community Member 30.3% 10 Business Owner 15.15% 5 External Service Provider for Students 0.0% 0 Staff Member 48.48% 16 Other (please specify) 3.03% 1 Answered 33 Skipped 0 Q2. Are you part of or have relationships to any of the following groups? (Select all that apply) Answer Choices Response Percent Responses Tribes 12.12% 4 Civil Rights Organizations (including disability rights) 33.33% 11 Representing interests of children with disabilities 100.0% 33 Representing interests of children with English Language Learners 39.39% 13 Representing interests of children experiencing homelessness 36.36% 12 Representing interests of children in foster care 42.42% 14 Representing interests of migratory students 36.36% 12 None 0.0% 0 Other (please specify) 0.0% 0 Answered 33 Skipped 0 Q3. If you have children, which grade levels are they currently in? (select all that apply) Answer Choices Response Percent Responses PreK-5 29.03% 9 6-8 22.58% 7 9-12 32.26% 10 I do not have children in the school system. 38.71% 12 Answered 31 Skipped 2 Q4. Please rate the level of importance for the following learning opportunities: Not Important Somewhat Important Important Very Important Total Answer Choices Summer School 4 7 14 8 33 3 14 9 Afterschool Programs 6 32 Personalized Interventions 0 1 7 24 32 Enhanced Technology 7 4 9 10 30 Answered 33 Skipped 0 Q5. Please rate the level of importance for the following learning materials: Answer Choices Not Important Somewhat Important Important Very Important Total Reading materials and interventions 0 0 14 19 33 Math materials and interventions 0 0 17 33 16 English materials and interventions 1 1 16 12 30 English Language Learner materials and interventions 2 1 14 14 31 Science materials and interventions 0 1 19 10 30 Social Studies materials and interventions 3 1 19 8 31 Answered 33 Skipped 0

Q6. Social Emotional Learning (SEL) refers to the focus on teaching effective social skills to students in the areas of self-

| awareness, self-management, social aware<br>rate the level of importance for the follow  |                             | ship skills, resp | onsible decisior | n-making, execu    | utive funct  | ion. Please      |
|--|-----------------------------|-------------------|------------------|--------------------|--------------|------------------|
| Answer Choices Not Im  | -                           | ewhat Importan    | t Important Ver  | ry Important Tot   | tal          |                  |
| Social Emotional Learning  |                             | _                 | _                |                    |              |                  |
| curriculum and assessments   | 1                           | 3                 | 8                | 21                 | 33           |                  |
| Parent Resources   | 1                           | 7                 | 7                | 18                 | 33           |                  |
| Staff and administrator training<br>Evaluation of the Social Emotional   | 2                           | 2                 | 4                | 25                 | 33           |                  |
| Learning Program<br>Answered 33<br>Skipped 0   | 4                           | 4                 | 6                | 18                 | 32           |                  |
| Q7. Personnel refers to the investment in for the following:   | people and st               | aff to support t  | he school distri | ct. Please rate tl | he level of  | importance       |
| Answer Choices Not Impor<br>Staff quality and retention  | tant Somewh                 | at Important Im   | portant Very In  | nportant Total     |              |                  |
| (paraprofessionals, administrators,  |                             |                   |                  |                    |              |                  |
| support staff)   | 0                           | 0                 | 6                | 27                 | 33           |                  |
| Teacher quality and retention  | 0                           | 0                 | 2                | _,                 | 31           | 33               |
| Support for specific student   | -                           | -                 | _                |                    |              |                  |
| populations (Special Education,  |                             |                   |                  |                    |              |                  |
| English Language Learners)   | 0                           | 3                 | 4                | 26                 | 33           |                  |
| Data support for teachers and administrat<br>Answered 33<br>Skipped 0  | ors 6                       | 3                 | 11               | 12                 | 32           |                  |
| Q8. Operations and Facilities refers to the<br>importance for the following:<br>Answer Choices Not Important Son<br>Heating, Ventilation, and Air Conditioning<br>Enhanced cleaning technology 4 3 18 8 33<br>Answered 33<br>Skipped 0 | mewhat Impo<br>upgrades 4 2 | rtant Important   |                  | -                  | s. Please ra | ate the level of |
| Q9. Please add any other strategies or sug<br>Answered 18<br>Skipped 15  | gestions we s               | should be consi   | dering.          |                    |              |                  |
| USD 480 ESSER III Survey - Representing N  | Migrant Stude               | ents              |                  |                    |              |                  |
| Q1. What is your affiliation to USD 480? (S<br>Answer Choices Response Percent Respon<br>Parent 38.89% 7<br>Student 5.56% 1<br>Community Member 11.11% 2<br>Business Owner 5.56% 1<br>External Service Provider for                    |                             | apply)            |                  |                    |              |                  |

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

USD 480 used every outlet at its disposal to reach as many members of the public as possible. USD 480 utilized social media, traditional media, and word of mouth to ensure as many members of the community were reached. District administration regularly engages with community organizations to provide updates and receive feedback on our school district. USD 480 directly targeted members of the Liberal Chamber of Commerce, Liberal Rotary, local government officials, Southwest Medical Center in Liberal and the Seward County Health Department. Thirty-six percent (36%) of our respondents stated they were either a business owner or community member with chief concerns that included in-person learning and the retention and recruiting of qualified teachers and staff. The USD 480 administration is deeply entrenched in the Liberal community; community input is invaluable to our administrators and was sought throughout the ESSER process from as many different demographics as possible.

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

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

USD 480 is a Title I district serving 4,600+ students with a race/ethnicity between 82% and 84% Hispanic. All other race/ethnicities are less than 10% of the population. Twenty-two percent of our children under the age of 18 live in poverty. Free and reduced lunch enrollment averages 83%. The percentage of English Language Learners (ELL) is 47%. The number of migrant students has averaged 8% of the student population with the number of homeless students being served averaging around 250 per year. The percentage of students with disabilities ranges from 11% to 12.6%. In the past 5 years we have seen an increase in the number of unaccompanied youth, with 67 enrolling at the secondary level in 2021 and dropping out before graduation.

The COVID-19 pandemic resulted in emergency remote/hybrid instruction which had an immediate impact on the social emotional health of our students in addition to the learning loss they experienced. As a district, social emotional gains in perseverance, assertiveness, and self-efficacy had been 2%-4% per year. In 2020-21, we had a 4% loss in perseverance, assertiveness, and self-efficacy K-12. Liberal High School uses the Gallup Hope Index. During full remote learning in Spring 2020 and hybrid through March of 2021, we saw a steep decline in student engagement and hope. From Fall 2019 to Fall 2021, LHS student trends showed an 18% increase (22% to 40%) in students being discouraged about their future. There was also an 11% drop (81% to 70%) in student perception that they would have a good job in the future.

The stay at home order reduced extracurricular and athletic opportunities, reduced peer interaction, and limited student choice (assigned seating, mask-wearing, interaction at school). The student population we surveyed responded that their mental health was affected the most when removed from their normal routine and in-person instruction. With approximately 83 percent of our student population qualifying for free or reduced lunches, missing the opportunity for school meals was an additional strain on our students and parents during the period of remote learning.

Student performance data has shown the impact of pandemic-related learning loss on our students. As an example, 80% of our kindergarten students were below level in letter recognition and phonetics in Fall 2021. On state assessments, the percentage of non-ELL students in Level 1 increased by 14% and ELL students experienced an 8% increase in Level 1. As we reviewed the data, a need for evidence-based interventions became clear. The feedback we received from key stakeholders such as our teachers, student families and our local community, helped us to identify further domains of current need. Our stakeholders overwhelmingly supported the addition of targeted Math and English interventions.

Being a rural school district, the technology divide was never more evident than during the initial transition to remote learning. Based on student and parent feedback, 20% of our families had no reliable internet for students to use at home. Chronic absenteeism during this time increased from 20% to 38%.

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

USD 480 plans to address the academic impact of lost instructional time through after school programs and through planning and implementing activities related to summer learning. The District will utilize student data and performance information in order to identify specific students who will benefit most from these opportunities and will confer with families on after school and summer program plans for their student. The summer and after school programs will address the specific educational and social-emotional needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness and children and youth in foster care.

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

The remaining ARP ESSER funds will be spent in a variety of ways to support student growth, staff development, implementation of health and safety protocols, and enhanced educational opportunities for all students. The fund allocations will include, but not be limited to, the following:

\*Purchase supplies to sanitize and clean the LEA's facilities;

\*Upgrade school facilities to reduce risk of virus transmission and exposure to environmental health hazards by conducting an engineering study and using those recommendations to upgrade our HVAC systems to improve indoor air quality; \*Purchase educational materials and technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom teachers, with an emphasis on providing for students from low-income families and children with disabilities; \*Continue to support professional development activities that broaden the learning ecosystem of students, staff and families;

\*Conduct other activities that are necessary to maintain operation of and continuity of and services;

\*Continue our partnership with outside agencies to support the mental health needs of all district stakeholders.

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

Implemented use of funding and all interventions will be geared towards meeting the academic and social/emotional needs of all students. Attention will be given to identifying students who were disproportionately impacted by COVID-19 including, but not limited to, students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Identification strategies will include school counselor, social worker, and teacher input, data analysis of school based assessments, teacher and parent input, school records, and other areas. The District engaged in meaningful consultation with all identified stakeholders in a variety of ways. This included the creation and dissemination of an ARP Needs Assessment Surveys administrative meetings held with district administrators; maintenance and technology departments; teachers; and others. The surveys were sent to the full school community which included parents, families, union representatives, and all staff members. The collected data helped to determine the allocation of all ARP funding.

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$10,424,740             | \$0                | \$10,424,740            | ESSER III Allocations | \$2,084,948 |
| Approved Total        | \$9,423,377              | \$0                | \$9,423,377             | Approved Total        | \$2,133,936 |
| Amount Left           | \$1,001,363              | \$0                | \$1,001,363             | Amount Still Needed   | \$0         |
| In Review Total       | \$1,001,363              | \$0                | \$1,001,363             | In Review Total       | \$0         |
| Amount Left           | \$0                      | \$0                | \$0                     | Amount Still Needed   | \$0         |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 480-3-0114 | Direct             | False            | 1000             | 320            | 3                | \$225,000          | Task Force Review |
| 480-3-0115 | Direct             | False            | 4700             | 723            | 14               | \$776,363          | Task Force Review |
| 480-3-0001 | Direct             | True             | 1000             | 110            | 11A              | \$337,500          | Approved          |
| 480-3-0002 | Direct             | True             | 1000             | 122            | 11A              | \$19,000           | Approved          |
| 480-3-0003 | Direct             | True             | 1000             | 220            | 11A              | \$27,500           | Approved          |
| 480-3-0004 | Direct             | True             | 1000             | 260            | 11A              | \$470              | Approved          |
| 480-3-0005 | Direct             | True             | 1000             | 619            | 11A              | \$5,000            | Approved          |
| 480-3-0006 | Direct             | True             | 2600             | 629            | 16               | \$5,000            | Approved          |
| 480-3-0007 | Direct             | True             | 2600             | 621            | 16               | \$625              | Approved          |
| 480-3-0008 | Direct             | True             | 2600             | 618            | 7                | \$2,500            | Approved          |
| 480-3-0009 | Direct             | True             | 1000             | 110            | 11A              | \$112,500          | Approved          |
| 480-3-0010 | Direct             | True             | 1000             | 122            | 11A              | \$22,000           | Approved          |
| 480-3-0011 | Direct             | True             | 1000             | 220            | 11A              | \$10,200           | Approved          |
| 480-3-0012 | Direct             | True             | 1000             | 260            | 11A              | \$200              | Approved          |
| 480-3-0013 | Direct             | True             | 1000             | 619            | 11A              | \$5,000            | Approved          |
| 480-3-0014 | Direct             | True             | 2400             | 110            | 11A              | \$12,500           | Approved          |
| 480-3-0015 | Direct             | True             | 2400             | 220            | 11A              | \$900              | Approved          |
| 480-3-0016 | Direct             | True             | 2400             | 260            | 11A              | \$17               | Approved          |
| 480-3-0017 | Direct             | True             | 2600             | 629            | 16               | \$6,250            | Approved          |
| 480-3-0018 | Direct             | True             | 2600             | 622            | 16               | \$12,500           | Approved          |
| 480-3-0019 | Direct             | True             | 2600             | 619            | 7                | \$2,500            | Approved          |
| 480-3-0020 | Direct             | True             | 1000             | 110            | 11A              | \$189,500          | Approved          |
| 480-3-0021 | Direct             | True             | 1000             | 122            | 11A              | \$37,500           | Approved          |
| 480-3-0022 | Direct             | True             | 1000             | 220            | 11A              | \$17,500           | Approved          |
| 480-3-0023 | Direct             | True             | 1000             | 260            | 11A              | \$340              | Approved          |
| 480-3-0024 | Direct             | True             | 1000             | 619            | 11A              | \$5,000            | Approved          |
| 480-3-0025 | Direct             | True             | 2400             | 110            | 11A              | \$12,500           | Approved          |
| 480-3-0026 | Direct             | True             | 2400             | 220            | 11A              | \$1,000            | Approved          |
| 480-3-0027 | Direct             | True             | 2400             | 260            | 11A              | \$17               | Approved          |
| 480-3-0028 | Direct             | True             | 2600             | 629            | 16               | \$6,250            | Approved          |

| 480-3-0029 | Direct | True | 2600 | 622 | 16  | \$12,500 | Approved |
|------------|--------|------|------|-----|-----|----------|----------|
| 480-3-0030 | Direct | True | 2600 | 618 | 7   | \$2,500  | Approved |
| 480-3-0031 | Direct | True | 1000 | 110 | 11A | \$62,500 | Approved |
| 480-3-0032 | Direct | True | 1000 | 122 | 11A | \$43,500 | Approved |
| 480-3-0033 | Direct | True | 1000 | 220 | 11A | \$8,050  | Approved |
| 480-3-0034 | Direct | True | 1000 | 260 | 11A | \$135    | Approved |
| 480-3-0035 | Direct | True | 1000 | 619 | 11A | \$5,000  | Approved |
| 480-3-0036 | Direct | True | 2400 | 110 | 11A | \$15,500 | Approved |
| 480-3-0037 | Direct | True | 2400 | 121 | 11A | \$9,000  | Approved |
| 480-3-0038 | Direct | True | 2400 | 220 | 11A | \$1,850  | Approved |
| 480-3-0039 | Direct | True | 2400 | 260 | 11A | \$32     | Approved |
| 480-3-0040 | Direct | True | 2600 | 629 | 16  | \$3,750  | Approved |
| 480-3-0041 | Direct | True | 2600 | 622 | 16  | \$7,500  | Approved |
| 480-3-0042 | Direct | True | 2600 | 619 | 7   | \$2,500  | Approved |
| 480-3-0043 | Direct | True | 1000 | 110 | 11A | \$70,000 | Approved |
| 480-3-0044 | Direct | True | 1000 | 122 | 11A | \$25,000 | Approved |
| 480-3-0045 | Direct | True | 1000 | 220 | 11A | \$7,250  | Approved |
| 480-3-0046 | Direct | True | 1000 | 260 | 11A | \$120    | Approved |
| 480-3-0047 | Direct | True | 1000 | 619 | 11A | \$5,000  | Approved |
| 480-3-0048 | Direct | True | 2400 | 110 | 11A | \$12,500 | Approved |
| 480-3-0049 | Direct | True | 2400 | 121 | 11A | \$3,750  | Approved |
| 480-3-0050 | Direct | True | 2400 | 220 | 11A | \$1,250  | Approved |
| 480-3-0051 | Direct | True | 2400 | 260 | 11A | \$19     | Approved |
| 480-3-0052 | Direct | True | 2600 | 629 | 16  | \$3,750  | Approved |
| 480-3-0053 | Direct | True | 2600 | 622 | 16  | \$7,500  | Approved |
| 480-3-0054 | Direct | True | 2600 | 619 | 7   | \$2,500  | Approved |
| 480-3-0055 | Direct | True | 2600 | 110 | 11A | \$93,750 | Approved |
| 480-3-0056 | Direct | True | 1000 | 122 | 11A | \$37,500 | Approved |
| 480-3-0057 | Direct | True | 1000 | 220 | 11A | \$10,600 | Approved |
| 480-3-0058 | Direct | True | 1000 | 260 | 11A | \$200    | Approved |
| 480-3-0059 | Direct | True | 1000 | 619 | 11A | \$5,000  | Approved |
| 480-3-0060 | Direct | True | 2400 | 110 | 11A | \$6,000  | Approved |
| 480-3-0061 | Direct | True | 2400 | 121 | 11A | \$6,250  | Approved |
| 480-3-0062 | Direct | True | 2400 | 220 | 11A | \$1,000  | Approved |
| 480-3-0063 | Direct | True | 2400 | 260 | 11A | \$14     | Approved |
| 480-3-0064 | Direct | True | 2600 | 629 | 16  | \$3,750  | Approved |
| 480-3-0065 | Direct | True | 2600 | 622 | 16  | \$7,500  | Approved |
| 480-3-0066 | Direct | True | 2600 | 619 | 7   | \$2,500  | Approved |
| 480-3-0067 | Direct | True | 2600 | 110 | 11A | \$62,500 | Approved |
| 480-3-0068 | Direct | True | 1000 | 122 | 11A | \$37,500 | Approved |
| 480-3-0069 | Direct | True | 1000 | 220 | 11A | \$7,600  | Approved |
|            | Direct | True | 1000 | 260 | 11A | \$150    | Approved |

| Approved | \$5,000     | 11A | 619 | 1000 | True  | Direct | 480-3-0071 |
|----------|-------------|-----|-----|------|-------|--------|------------|
| Approved | \$12,500    | 11A | 110 | 2400 | True  | Direct | 480-3-0072 |
| Approved | \$3,750     | 11A | 121 | 2400 | True  | Direct | 480-3-0073 |
| Approved | \$1,250     | 11A | 220 | 2400 | True  | Direct | 480-3-0074 |
| Approved | \$22        | 11A | 260 | 2400 | True  | Direct | 480-3-0075 |
| Approved | \$3,750     | 16  | 629 | 2600 | True  | Direct | 480-3-0076 |
| Approved | \$7,500     | 16  | 622 | 2600 | True  | Direct | 480-3-0077 |
| Approved | \$2,500     | 7   | 619 | 2600 | True  | Direct | 480-3-0078 |
| Approved | \$75,000    | 11A | 110 | 1000 | True  | Direct | 480-3-0079 |
| Approved | \$40,000    | 11A | 122 | 1000 | True  | Direct | 480-3-0080 |
| Approved | \$8,750     | 11A | 220 | 1000 | True  | Direct | 480-3-0081 |
| Approved | \$100       | 11A | 260 | 1000 | True  | Direct | 480-3-0082 |
| Approved | \$5,000     | 11A | 619 | 1000 | True  | Direct | 480-3-0083 |
| Approved | \$12,500    | 11A | 110 | 2400 | True  | Direct | 480-3-0084 |
| Approved | \$7,500     | 11A | 121 | 2400 | True  | Direct | 480-3-0085 |
| Approved | \$1,500     | 11A | 220 | 2400 | True  | Direct | 480-3-0086 |
| Approved | \$25        | 11A | 260 | 2400 | True  | Direct | 480-3-0087 |
| Approved | \$3,750     | 16  | 629 | 2600 | True  | Direct | 480-3-0088 |
| Approved | \$7,500     | 16  | 622 | 2600 | True  | Direct | 480-3-0089 |
| Approved | \$2,500     | 7   | 619 | 2600 | True  | Direct | 480-3-0090 |
| Approved | \$117,089   | 7   | 619 | 2600 | False | Direct | 480-3-0091 |
| Approved | \$220,357   | 12  | 619 | 1000 | False | Direct | 480-3-0092 |
| Approved | \$135,000   | 12  | 619 | 1000 | False | Direct | 480-3-0093 |
| Approved | \$315,200   | 12  | 330 | 1000 | False | Direct | 480-3-0094 |
| Approved | \$750,610   | 16  | 110 | 1000 | False | Direct | 480-3-0095 |
| Approved | \$702,881   | 16  | 122 | 1000 | False | Direct | 480-3-0096 |
| Approved | \$121,124   | 16  | 110 | 2400 | False | Direct | 480-3-0097 |
| Approved | \$48,450    | 16  | 121 | 2400 | False | Direct | 480-3-0098 |
| Approved | \$799,060   | 16  | 121 | 2600 | False | Direct | 480-3-0099 |
| Approved | \$100,000   | 12  | 641 | 1000 | False | Direct | 480-3-0100 |
| Approved | \$100,000   | 12  | 641 | 1000 | False | Direct | 480-3-0101 |
| Approved | \$100,000   | 12  | 641 | 1000 | False | Direct | 480-3-0102 |
| Approved | \$100,000   | 12  | 641 | 1000 | False | Direct | 480-3-0103 |
| Approved | \$100,000   | 12  | 641 | 1000 | False | Direct | 480-3-0104 |
| Approved | \$85,696    | 12  | 619 | 1000 | False | Direct | 480-3-0105 |
| Approved | \$1,393,974 | 9   | 734 | 1000 | False | Direct | 480-3-0106 |
| Approved | \$1,700,000 | 14  | 723 | 4700 | False | Direct | 480-3-0108 |
| Approved | \$300,000   | 14  | 723 | 4700 | False | Direct | 480-3-0110 |
| Approved | \$100,000   | 14  | 453 | 4700 | False | Direct | 480-3-0111 |
| Approved | \$87,000    | 12  | 619 | 1000 | True  | Direct | 480-3-0112 |
| Approved | \$400,000   | 12  | 619 | 1000 | True  | Direct | 480-3-0113 |

# Line Item Details

| Line Item ID: 480-3-0114  |   |   |  |  |  |
|---|---|---|--|--|--|
| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |  |  |
| irect Allocation NO - this item is not marked for Learning Loss Set Aside Expenditure |   |   |  |  |  |
| Account Name  | Account Number  |   |  |  |  |
| PROFESSIONAL DEVELOPMENT  | 3-47-00-1000-3280-00  |   |  |  |  |
| Function Code   | Object Code   | Allowable Use   |  |  |  |
| 1000 - Instruction  | 320 - Professional-Education Services                                 | 3 - Providing principals and other school leaders with resources to |  |  |  |
|   |   | address individual school needs.                                    |  |  |  |

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

The Covid-19 pandemic created unique challenges for educators and students. Students experienced disruptions in their learning due to school closures, remote learning and other pandemic related issues. The CKLA program, with its strong focus on foundational literacy and language skills, is well-suited to help students recover from learning loss as a result of the pandemic. We are investing in professional development for the CKLA program as it is an effective way to support our students' educational needs and address the challenges presented by the Covid-19 pandemic. By providing our teachers with the necessary training and support, we can ensure that they are equipped to deliver high-quality instruction and help our students succeed both now and in the future.

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$0       |
| Budgeted Expenditures in SFY 2023 | \$225,000 |
| Budgeted Expenditures in SFY 2024 | \$0       |
| Total Expenditures                | \$225,000 |
|                                   |           |

| <u>Status</u>     |  |
|-------------------|--|
| Task Force Review |  |

### Line Item Comment from KSDE

New:

| Allocation Type                       | Is this Item for the 20% Minimuim L    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |  |  |
|---------------------------------------|--|--|--|--|--|
| Direct Allocation                     | NO - this item is not marked for Learn | ing Loss Set Aside Expenditure   |  |  |  |
| Account Name                          | Account Number                         |  |  |  |  |
| Heating and Cooling System Services   | 47-02-4700-7230-00                     |  |  |  |  |
| Function Code                         | Object Code                            | Allowable Use  |  |  |  |
| 4700 - Building Improvements          | 723 - Heating and Cooling System       | 14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air<br>quality in school facilities. |  |  |  |
| Please describe the expenditures with | in the account and how they will addre | ss a COVID-19 need   |  |  |  |

Due to the impact of inflation and supply chain issues that resulted from the shutdowns during the pandemic, the project that was initially estimated at \$1,700,000 came in at over \$2,800,000 after going through the bidding process. We are requesting to use additional ESSER funds to cover some of the costs of this capital project that will improve the quality of air in our schools by furnishing 34 new HVAC units that will be programmed, designed and installed to meet ASHRAE standards and guidelines.

| Budgeted Expenditures in SFY 2021 | \$0       |                   |
|-----------------------------------|-----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0       |                   |
| Budgeted Expenditures in SFY 2023 | \$0       |                   |
| Budgeted Expenditures in SFY 2024 | \$776,363 | <u>Status</u>     |
| Total Expenditures                | \$776,363 | Task Force Review |
|                                   |           |                   |
| Line Item Comment from KSDE       |           |                   |
| Line Item Comment from KSDE       |           |                   |

| Allocation Type    | Is this Item for the 20% Minimuim      | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         |  |  |  |  |
|--------------------|--|---|--|--|--|--|
| Direct Allocation  | YES - this item is marked for Learning | YES - this item is marked for Learning Loss Set Aside Expenditure             |  |  |  |  |
| Account Name       | Account Number                         |   |  |  |  |  |
| Certified Salaries | 47-02-1000-1110-00                     |   |  |  |  |  |
| Function Code      | Object Code                            | Allowable Use   |  |  |  |  |
| 1000 - Instruction | 110 - Regular Certified Salaries       | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |  |  |  |

This line item is for the salary costs at Liberal High School for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Liberal High School has 10 teaching staff who provide support for students through small learning groups, cohorts, and 1:1 as needed. The teaching staff are certified in Special Education, Social Studies, Math, Science and ESL. The high school will operate summer school from May 31 to June 23, 2022. Other school years may have different dates of operation.

| 0               |
|-----------------|
|                 |
| 0               |
| 0 <u>Status</u> |
| D Approved      |
| (               |

| Allocation Type<br>Direct Allocation                    |   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |  |  |
|---|---|--|--|--|--|
| <b>Account Name</b><br>Part-time Non-Certified Salaries | <u>Account Number</u><br>47-02-1000-1222-00 |  |  |  |  |
| Function Code   | Object Code                                 | Allowable Use  |  |  |  |
| 1000 - Instruction                                      | 122 - Part-Time Non-Certified Salaries      | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.  |  |  |  |

This line item is for the salary costs for non-certified staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have 9 paraprofessionals working with students during summer school for grades 9-12. Our non-certified staff help the teachers with the facilitation of Edgenuity courses, assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$3,000  |               |
| Budgeted Expenditures in SFY 2023 | \$8,000  |               |
| Budgeted Expenditures in SFY 2024 | \$8,000  | <u>Status</u> |
| Total Expenditures                | \$19,000 | Approved      |

| Allocation Type<br>Direct Allocation      | <u>Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure</u><br>YES - this item is marked for Learning Loss Set Aside Expenditure |   |
|---|---|---|
| <u>Account Name</u><br>Social Security    | Account Number<br>47-02-1000-2200-00  |   |
| Function Code                             | Object Code   | Allowable Use   |
| 1000 - Instruction                        | 220 - Social Security Contributions   | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |
| USD 480 students suffered significant lea | in the account and how they will address<br>arning loss during the COVID-19 pandemic<br>identified for additional instruction and a               | c. Students who have documented gaps in                                       |

line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$5,500  |
| Budgeted Expenditures in SFY 2023 | \$11,000 |
| Budgeted Expenditures in SFY 2024 | \$11,000 |
| Total Expenditures                | \$27,500 |

and paraprofessional staff during summer school.

# <u>Status</u> Approved

Line Item ID: 480-3-0004
Allocation Type Is the

| Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |
|---|
| YES - this item is marked for Learning Loss Set Aside Expenditure     |
| Account Number  |

# Account Name

**Direct Allocation** 

Unemployment Ins

1000 - Instruction

Function Code

Object Code

47-02-1000-2500-00

260 - Unemployment Compensation

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

Allowable Use

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

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

| Budgeted Expenditures in SFY 2021 | \$0   |
|-----------------------------------|-------|
| Budgeted Expenditures in SFY 2022 | \$70  |
| Budgeted Expenditures in SFY 2023 | \$200 |
| Budgeted Expenditures in SFY 2024 | \$200 |
| Total Expenditures                | \$470 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type                               | <u>Is this Item for the 20% Minimuim L</u>  | <u>earning Loss Set Aside Expenditure</u>  |  |
|---|---|--|--|
| Direct Allocation                             | YES - this item is marked for Learning Loss Set Aside Expenditure <u>Account Number</u> |  |  |
| Account Name                                  |   |  |  |
| Supplies-Instructional                        | 47-02-1000-6190-00  |  |  |
| Function Code                                 | Object Code   | Allowable Use  |  |
| 1000 - Instruction                            | 619 - Other Supplies and Materials  | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.                                |  |
| Please describe the expenditures with         | in the account and how they will addre  | ss a COVID-19 need   |  |
|   | identified for additional instruction and a pplies that will be needed for summer lea   | rring courses that may include consumable  |  |
| Budgeted Expenditures in SFY 2021             | \$0   |  |  |
| Budgeted Expenditures in SFY 2022             | \$1,000   |  |  |
| Budgeted Expenditures in SFY 2023             | \$2,000   |  |  |
| Budgeted Expenditures in SFY 2024             | \$2,000   | <u>Status</u>  |  |
| Total Expenditures                            | \$5,000   | Approved   |  |
| ne Item ID: 480-3-0006                        |   |  |  |
| Allocation Type                               | Is this Item for the 20% Minimuim L   | <u>earning Loss Set Aside Expenditure</u>  |  |
| Direct Allocation                             | YES - this item is marked for Learning  | Loss Set Aside Expenditure   |  |
| Account Name                                  | Account Number  |  |  |
| Water Utilities                               | 47-02-2600-4110-00  |  |  |
| Function Code                                 | Object Code   | Allowable Use  |  |
| 2600 - Operation and Maintenance of           | 629 - Other   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |
| Plant Services (All except<br>Transportation) |   |  |  |

learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Liberal High School. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation of Liberal High School during the summer school.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$1,000 |
| Budgeted Expenditures in SFY 2023 | \$2,000 |
| Budgeted Expenditures in SFY 2024 | \$2,000 |
| Total Expenditures                | \$5,000 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |
|               |  |  |

| Line Item ID: 480-3-0007  |   |   |
|---|---|---|
| Allocation Type<br>Direct Allocation                              | <u>Is this Item for the 20% Minimuim Lea</u><br>YES - this item is marked for Learning Lo | •   |
| Account Name  | Account Number  |   |
| Gas Utilities   | 47-02-2600-6210-00  |   |
| Function Code   | Object Code   | Allowable Use   |
| 2600 - Operation and Maintenance of<br>Plant Services (All except | 621 - Natural Gas (gas utility services<br>e.g. heating)                                  | 16 - Other activities necessary to maintain LEA operations and services |
| Transportation)   |   | and employ existing LEA staff.  |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Liberal High School. This line item represents the cost of gas utilities for the operation of the high school boiler room and water heaters during the period May 31 to June 23 for the summer learning and enrichment program. Being able to provide warm water is critical to motivating students to continue to practice frequent hand washing and is necessary for the kitchens as they provide 1 meal daily during summer school.

| Budgeted Expenditures in SFY 2021 | \$0   |               |
|-----------------------------------|-------|---------------|
| Budgeted Expenditures in SFY 2022 | \$125 |               |
| Budgeted Expenditures in SFY 2023 | \$250 |               |
| Budgeted Expenditures in SFY 2024 | \$250 | <u>Status</u> |
| <br>Total Expenditures            | \$625 | Approved      |
|                                   |       |               |
| Line Item ID: 480-3-0008          |       |               |

| Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |
|--|--|
| Account Number<br>47-02-2600-6180-00   |  |
| Object Code  | Allowable Use  |
| 618 - Cleaning Supplies and Chemicals  | 7 - Purchasing supplies to sanitize and clean LEA and school facilities.                                       |
|  | YES - this item is marked for Learning Lo<br><u>Account Number</u><br>47-02-2600-6180-00<br><b>Object Code</b> |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$500   |               |
| Budgeted Expenditures in SFY 2023 | \$1,000 |               |
| Budgeted Expenditures in SFY 2024 | \$1,000 | <u>Status</u> |
| Total Expenditures                | \$2,500 | Approved      |

| Allocation Type<br>Direct Allocation |   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |
|--------------------------------------|---|--|--|
| Account Name<br>Certified Salaries   | <u>Account Number</u><br>47-03-1000-1110-00 |  |  |
| Function Code                        | Object Code                                 | Allowable Use  |  |
| 1000 - Instruction                   | 110 - Regular Certified Salaries            | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.  |  |

This line item is for the salary costs at Seymour Rogers Middle School for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Seymour Rogers Middle School has 14 certified staff who provide support for students through small learning groups, cohorts, and 1:1 as needed. The teaching staff are certified in Special Education, Social Studies, Math, Science and ESL.

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$22,500  |               |
| Budgeted Expenditures in SFY 2023 | \$45,000  |               |
| Budgeted Expenditures in SFY 2024 | \$45,000  | <u>Status</u> |
| Total Expenditures                | \$112,500 | Approved      |
|                                   |           |               |
| Line Item ID: 480-3-0010          |           |               |

| Allocation Type                  | Is this Item for the 20% Minimuim Lea     | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         |  |  |
|----------------------------------|---|---|--|--|
| Direct Allocation                | YES - this item is marked for Learning Lo | YES - this item is marked for Learning Loss Set Aside Expenditure             |  |  |
| Account Name                     | Account Number                            | Account Number  |  |  |
| Part-time Non-Certified Salaries | 47-03-1000-1222-00                        | 47-03-1000-1222-00  |  |  |
| Function Code                    | Object Code                               | Allowable Use   |  |  |
| 1000 - Instruction               | 122 - Part-Time Non-Certified Salaries    | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |  |

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have 9 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$4,000  |               |
| Budgeted Expenditures in SFY 2023 | \$9,000  |               |
| Budgeted Expenditures in SFY 2024 | \$9,000  | <u>Status</u> |
| Total Expenditures                | \$22,000 | Approved      |

| Allocation Type                 | Is this Item for the 20% Minimuim L  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         |  |  |
|---------------------------------|--|---|--|--|
| Direct Allocation               | YES - this item is marked for Learning   | YES - this item is marked for Learning Loss Set Aside Expenditure             |  |  |
| Account Name                    | Account Number   | Account Number  |  |  |
| Social Security                 | 47-03-1000-2200-00   | 47-03-1000-2200-00  |  |  |
| Function Code                   | Object Code  | Allowable Use   |  |  |
| 1000 - Instruction              | 220 - Social Security Contributions  | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |  |
| Please describe the expenditu   | res within the account and how they will addre   | ss a COVID-19 need  |  |  |
| learning due to the pandemic ha | ficant learning loss during the COVID-19 pandemi<br>ave been identified for additional instruction and a<br>er FICA contribution (social security and Medicare | re required to attend summer school. This                                     |  |  |

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$2,000  |
| Budgeted Expenditures in SFY 2023 | \$4,100  |
| Budgeted Expenditures in SFY 2024 | \$4,100  |
| Total Expenditures                | \$10,200 |

and paraprofessional staff during summer school.

# <u>Status</u> Approved

Line Item ID: 480-3-0012

| Allocation Type    | Is this Item for the 20% Minimuim Lo     | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         |  |
|--------------------|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning L | YES - this item is marked for Learning Loss Set Aside Expenditure             |  |
| Account Name       | Account Number                           | Account Number  |  |
| Unemployment Ins   | 47-03-1000-2500-00                       | 47-03-1000-2500-00  |  |
| Function Code      | Object Code                              | Allowable Use   |  |
| 1000 - Instruction | 260 - Unemployment Compensation          | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |

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

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

| Budgeted Expenditures in SFY 2021 | \$0   |
|-----------------------------------|-------|
| Budgeted Expenditures in SFY 2022 | \$40  |
| Budgeted Expenditures in SFY 2023 | \$80  |
| Budgeted Expenditures in SFY 2024 | \$80  |
| Total Expenditures                | \$200 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |   |
|---|--|---|
| Direct Allocation   | YES - this item is marked for Learning   | Loss Set Aside Expenditure  |
| Account Name  | Account Number   |   |
| Supplies-Instructional  | 47-03-1000-6190-00   |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 619 - Other Supplies and Materials   | 11A - Planning and implementing summer learning or enrichment programs.   |
| Please describe the expenditures with   | in the account and how they will addre   | ss a COVID-19 need  |
| USD 480 students suffered significant learning due to the pandemic have been  | arning loss during the COVID-19 pandem<br>i identified for additional instruction and a  | ic. Students who have documented gaps i   |
| USD 480 students suffered significant lea<br>learning due to the pandemic have been<br>This line item represents instructional su<br>classroom supplies.  | arning loss during the COVID-19 pandem<br>identified for additional instruction and a<br>pplies that will be needed for summer lea   | ic. Students who have documented gaps i<br>are required to attend summer school.  |
| USD 480 students suffered significant lea<br>learning due to the pandemic have been<br>This line item represents instructional su<br>classroom supplies.<br>Budgeted Expenditures in SFY 2021   | arning loss during the COVID-19 pandem<br>identified for additional instruction and a<br>pplies that will be needed for summer lea<br>\$0                                  | ic. Students who have documented gaps i<br>are required to attend summer school.  |
| USD 480 students suffered significant lea<br>learning due to the pandemic have been<br>This line item represents instructional su<br>classroom supplies.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | arning loss during the COVID-19 pandem<br>i identified for additional instruction and a<br>pplies that will be needed for summer lea<br>\$0<br>\$1,000                     | ic. Students who have documented gaps i<br>are required to attend summer school.  |
| USD 480 students suffered significant learning due to the pandemic have been<br>This line item represents instructional su<br>classroom supplies.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | arning loss during the COVID-19 pandem<br>i dentified for additional instruction and a<br>pplies that will be needed for summer lea<br>\$0<br>\$1,000<br>\$2,000           | ic. Students who have documented gaps i<br>are required to attend summer school.<br>rning courses that may include consumabl                              |
| USD 480 students suffered significant lea<br>learning due to the pandemic have been<br>This line item represents instructional su<br>classroom supplies.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024                | arning loss during the COVID-19 pandem<br>identified for additional instruction and a<br>pplies that will be needed for summer lea<br>\$0<br>\$1,000<br>\$2,000<br>\$2,000 | ic. Students who have documented gaps i<br>are required to attend summer school.<br>rning courses that may include consumabl                              |
| USD 480 students suffered significant learning due to the pandemic have been<br>This line item represents instructional su<br>classroom supplies.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024                       | arning loss during the COVID-19 pandem<br>i dentified for additional instruction and a<br>pplies that will be needed for summer lea<br>\$0<br>\$1,000<br>\$2,000           | ic. Students who have documented gaps i<br>are required to attend summer school.<br>rning courses that may include consumabl                              |
| USD 480 students suffered significant learning due to the pandemic have been<br>This line item represents instructional su<br>classroom supplies.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures | arning loss during the COVID-19 pandem<br>identified for additional instruction and a<br>pplies that will be needed for summer lea<br>\$0<br>\$1,000<br>\$2,000<br>\$2,000 | ic. Students who have documented gaps i<br>are required to attend summer school.<br>rning courses that may include consumabl                              |
| USD 480 students suffered significant lea<br>learning due to the pandemic have been<br>This line item represents instructional su<br>classroom supplies.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024                | arning loss during the COVID-19 pandem<br>identified for additional instruction and a<br>pplies that will be needed for summer lea<br>\$0<br>\$1,000<br>\$2,000<br>\$2,000 | ic. Students who have documented gaps i<br>are required to attend summer school.<br>rning courses that may include consumabl<br><b>Status</b><br>Approved |

### Account Name

Certified Salaries - Admin

### Account Number

47-03-2400-1110-00

### **Function Code**

2400 - Support Services (School Administration)

# 7-03-2400-1110

**Object Code** 

110 - Regular Certified Salaries

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

Allowable Use

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

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Seymour Rogers Middle School Lead Teacher during the May 31 to June 23 time period of Summer School. The instructional coach provides development and coordination of the summer school program.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$2,500  |
| Budgeted Expenditures in SFY 2023 | \$5,000  |
| Budgeted Expenditures in SFY 2024 | \$5,000  |
| Total Expenditures                | \$12,500 |

# <u>Status</u> Approved

| Allocation Type                                    | <u>Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure</u> |   |
|--|--|---|
| Direct Allocation                                  | YES - this item is marked for Learning                                       | Loss Set Aside Expenditure                                    |
| Account Name                                       | Account Number   |   |
| Social Security                                    | 47-03-2400-2200-00   |   |
| Function Code                                      | Object Code  | Allowable Use   |
| 2400 - Support Services (School<br>Administration) | 220 - Social Security Contributions  | 11A - Planning and implementing summer learning or enrichment |
|  |  | programs.   |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for the Lead Teacher during summer school who provides development and coordination of the summer school program.

| Budgeted Expenditures in SFY 2021 | \$0   |               |
|-----------------------------------|-------|---------------|
| Budgeted Expenditures in SFY 2022 | \$150 |               |
| Budgeted Expenditures in SFY 2023 | \$375 |               |
| Budgeted Expenditures in SFY 2024 | \$375 | <u>Status</u> |
| <br>Total Expenditures            | \$900 | Approved      |
|                                   |       |               |
| Line Item ID: 480-3-0016          |       |               |

| <u>Allocation Type</u><br>Direct Allocation              | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |   |
|--|--|---|
| <u>Account Name</u><br>Unemployment Ins<br>Function Code | <u>Account Number</u><br>47-03-2400-2500-00  | Allowable Use   |
| 2400 - Support Services (School<br>Administration)       | <b>Object Code</b><br>260 - Unemployment Compensation  | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the State Unemployment Tax for the Lead Teacher during summer school who provides development and coordination of the summer school program.

| Budgeted Expenditures in SFY 2021 | \$O  |               |
|-----------------------------------|------|---------------|
| Budgeted Expenditures in SFY 2022 | \$3  |               |
| Budgeted Expenditures in SFY 2023 | \$7  |               |
| Budgeted Expenditures in SFY 2024 | \$7  | <u>Status</u> |
| Total Expenditures                | \$17 | Approved      |
|                                   |      |               |
| Line Item ID: 480-3-0017          |      |               |

| Allocation Type<br>Direct Allocation   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |
|--|--|--|
| <u>Account Name</u><br>Water Utilities   | <u>Account Number</u><br>47-03-2600-6180-00  |  |
| Function Code  | Object Code  | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 629 - Other  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$1,250 |               |
| Budgeted Expenditures in SFY 2023 | \$2,500 |               |
| Budgeted Expenditures in SFY 2024 | \$2,500 | <u>Status</u> |
| Total Expenditures                | \$6,250 | Approved      |

Line Item ID: 480-3-0018

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |
|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure     |  |
| <u>Account Name</u>  | <u>Account Number</u>   |  |
| Electric Utilities   | 47-03-2600-6220-00  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 622 - Electricity   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |

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

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of electricity that will occur based on continued operation during summer school.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$2,500  |
| Budgeted Expenditures in SFY 2023 | \$5,000  |
| Budgeted Expenditures in SFY 2024 | \$5,000  |
| Total Expenditures                | \$12,500 |

| <u>Status</u> |  |  |
|---------------|--|--|
|---------------|--|--|

| Line Item ID: 480-3-0019                      |  |   |
|---|--|---|
| Allocation Type                               | Is this Item for the 20% Minimuim L    | earning Loss Set Aside Expenditure      |
| Direct Allocation                             | YES - this item is marked for Learning | Loss Set Aside Expenditure              |
| Account Name                                  | Account Number                         |   |
| Supplies-Custodial                            | 47-03-2600-6190-00                     |   |
| Function Code                                 | Object Code                            | Allowable Use                           |
| 2600 - Operation and Maintenance of           | 619 - Other Supplies and Materials     | 7 - Purchasing supplies to sanitize and |
| Plant Services (All except<br>Transportation) |  | clean LEA and school facilities.        |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels. The District will continue with hand sanitizing stations and extra cleaning on a daily basis with special attention to touch points.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$500   |               |
| Budgeted Expenditures in SFY 2023 | \$1,000 |               |
| Budgeted Expenditures in SFY 2024 | \$1,000 | <u>Status</u> |
| Total Expenditures                | \$2,500 | Approved      |

| Allocation Type    | Is this Item for the 20% Minimuim      | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         |  |
|--------------------|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning | g Loss Set Aside Expenditure  |  |
| Account Name       | Account Number                         |   |  |
| Certified Salaries | 47-04-1000-1110-00                     |   |  |
| Function Code      | Object Code                            | Allowable Use   |  |
| 1000 - Instruction | 110 - Regular Certified Salaries       | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |

This line item is for the salary costs at Eisenhower Middle School for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Eisenhower Middle School has 12 certified staff specializing in ELA and math who provide support for students through small learning groups, cohorts, and 1:1 as needed. Eisenhower Middle School is serving grades 6-8. Summer school will take place May 31- June 23.

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$37,500  |               |
| Budgeted Expenditures in SFY 2023 | \$76,000  |               |
| Budgeted Expenditures in SFY 2024 | \$76,000  | <u>Status</u> |
| Total Expenditures                | \$189,500 | Approved      |
|                                   |           |               |
| Line Item ID: 480-3-0021          |           |               |

| Allocation Type                  | Is this Item for the 20% Minimuim Lea     | arning Loss Set Aside Expenditure   |  |
|----------------------------------|---|---|--|
| Direct Allocation                | YES - this item is marked for Learning Lo | oss Set Aside Expenditure   |  |
| Account Name                     | Account Number                            |   |  |
| Part-time Non-Certified Salaries | 47-04-1000-1222-00                        |   |  |
| Function Code                    | Object Code                               | Allowable Use   |  |
| 1000 - Instruction               | 122 - Part-Time Non-Certified Salaries    | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have approximately 9 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$7,500  |
| Budgeted Expenditures in SFY 2023 | \$15,000 |
| Budgeted Expenditures in SFY 2024 | \$15,000 |
| Total Expenditures                | \$37,500 |

| <u>Status</u> |  |
|---------------|--|
|---------------|--|

| Allocation Type    | Is this Item for the 20% Minimuim L    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         |  |  |
|--------------------|--|---|--|--|
| Direct Allocation  | YES - this item is marked for Learning | oss Set Aside Expenditure   |  |  |
| Account Name       | Account Number                         |   |  |  |
| Social Security    | 47-04-1000-2200-00                     |   |  |  |
| Function Code      | Object Code                            | Allowable Use   |  |  |
| 1000 - Instruction | 220 - Social Security Contributions    | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |  |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$3,500  |               |
| Budgeted Expenditures in SFY 2023 | \$7,000  |               |
| Budgeted Expenditures in SFY 2024 | \$7,000  | <u>Status</u> |
| –<br>Total Expenditures           | \$17,500 | Approved      |
| Line Item Comment from KSDE       |          |               |
|                                   |          |               |

| Allocation Type   | <u>Is this Item for the 20% Minimuim L</u>   | earning Loss Set Aside Expenditure  |
|---|--|---|
| Direct Allocation   | YES - this item is marked for Learning I   | oss Set Aside Expenditure   |
| Account Name  | Account Number   |   |
| Unemployment Ins  | 47-04-1000-2500-00   |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 260 - Unemployment Compensation  | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |
| Please describe the expenditures withi  | n the account and how they will addres   | s a COVID-19 need   |
| line item represents the state unemployn school.  | nent costs for both the teaching staff and   | paraprofessional staff during summer  |
|   |  |   |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| <b>-</b> .  | \$0<br>\$70  |   |
| Budgeted Expenditures in SFY 2022   |  |   |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | \$70   | <u>Status</u>   |
| Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures  | \$70<br>\$135  | <u>Status</u><br>Approved   |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024   | \$70<br>\$135<br>\$135   |   |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures   | \$70<br>\$135<br>\$135   | Approved  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 480-3-0024<br>Allocation Type                                      | \$70<br>\$135<br><u>\$135</u><br>\$340   | Approved  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 480-3-0024<br>Allocation Type<br>Direct Allocation                 | \$70<br>\$135<br><u>\$135</u><br>\$340<br><b>Is this Item for the 20% Minimuim Le</b>  | Approved  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 480-3-0024   | \$70<br>\$135<br><u>\$135</u><br>\$340<br><b>Is this Item for the 20% Minimuim Le</b><br>YES - this item is marked for Learning L                          | Approved  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 480-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name | \$70<br>\$135<br><u>\$135</u><br>\$340<br><b>Is this Item for the 20% Minimuim Le</b><br>YES - this item is marked for Learning I<br><b>Account Number</b> | Approved  |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies that will be needed for summer learning courses that may include consumable classroom supplies.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$1,000 |
| Budgeted Expenditures in SFY 2023 | \$2,000 |
| Budgeted Expenditures in SFY 2024 | \$2,000 |
| Total Expenditures                | \$5,000 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

|  | <u>Is this Item for the 20% Minimuim L</u>  | <u>earning Loss Set Aside Expenditure</u>  |
|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning  | Loss Set Aside Expenditure   |
| Account Name   | Account Number  |  |
| Certified Salaries - Admin   | 47-04-2400-1110-00  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2400 - Support Services (School<br>Administration)   | 110 - Regular Certified Salaries  | 11A - Planning and implementing summer learning or enrichment programs.  |
| Please describe the expenditures with  | in the account and how they will addre  | ss a COVID-19 need   |
|  | senhower Middle School Instructional Coa<br>onal coach provides development and coo<br>\$0    | 5 ,  |
| Budgeted Expenditures in SFY 2022  | \$2,500   |  |
| Budgeted Expenditures in SFY 2023  | \$5,000   |  |
| Budgeted Expenditures in SFY 2024  | \$5,000   | <u>Status</u>  |
| Total Expenditures   | \$12,500  | Approved   |
|  |   |  |
| ne Item ID: 480-3-0026   |   |  |
|  |   |  |
| Allocation Type  | <u>Is this Item for the 20% Minimuim L</u>  | <u>earning Loss Set Aside Expenditure</u>  |
| ••   | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning                 |  |
| Direct Allocation  |   |  |
| Direct Allocation Account Name   | YES - this item is marked for Learning  |  |
| Direct Allocation<br>Account Name<br>Social Security   | YES - this item is marked for Learning<br>Account Number                                      |  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Social Security<br>Function Code<br>2400 - Support Services (School<br>Administration) | YES - this item is marked for Learning<br>Account Number<br>47-04-2400-2200-00                | Loss Set Aside Expenditure   |
| Direct Allocation<br>Account Name<br>Social Security<br>Function Code<br>2400 - Support Services (School<br>Administration)                    | YES - this item is marked for Learning<br>Account Number<br>47-04-2400-2200-00<br>Object Code | Loss Set Aside Expenditure           Allowable Use           11A - Planning and implementing summer learning or enrichment programs. |

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$200   |
| Budgeted Expenditures in SFY 2023 | \$400   |
| Budgeted Expenditures in SFY 2024 | \$400   |
| Total Expenditures                | \$1,000 |
|                                   |         |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |   |  |  |  |
|--|---|--|--|--|
| YES - this item is marked for Learning Loss Set Aside Expenditure  |   |  |  |  |
| Account Number   |   |  |  |  |
| 47-04-2400-2500-00   |   |  |  |  |
| Object Code  | Allowable Use   |  |  |  |
| 260 - Unemployment Compensation  | 11A - Planning and implementing summer learning or enrichment   |  |  |  |
|  | programs.   |  |  |  |
| in the account and how they will addres  | s a COVID-19 need   |  |  |  |
| USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for the instructional coach during summer school. |   |  |  |  |
| \$0  |   |  |  |  |
| 1  | YES - this item is marked for Learning L<br>Account Number<br>47-04-2400-2500-00<br>Object Code<br>260 - Unemployment Compensation<br>in the account and how they will address<br>arning loss during the COVID-19 pandemic<br>identified for additional instruction and ar<br>ment costs for the instructional coach during |  |  |  |

| \$3  |               |
|------|---------------|
| \$7  |               |
| \$7  | <u>Status</u> |
| \$17 | Approved      |
|      |               |
| -    | \$7<br>\$7    |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |
|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure     |  |
| <u>Account Name</u>  | Account Number  |  |
| Water Utilities  | 47-04-2600-6180-00  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 629 - Other   | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$1,250 |               |
| Budgeted Expenditures in SFY 2023 | \$2,500 |               |
| Budgeted Expenditures in SFY 2024 | \$2,500 | <u>Status</u> |
| Total Expenditures                | \$6,250 | Approved      |
| Line Item Comment from KSDE       |         |               |
| ne Item ID: 480-3-0029            |         |               |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|--|---|--|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure     |  |  |
| <u>Account Name</u>  | Account Number  |  |  |
| Electric Utilities   | 47-04-2600-6220-00  |  |  |
| Function Code  | Object Code   | Allowable Use  |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 622 - Electricity   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Eisenhower Middle School. This line item represents the additional cost of electricity that will occur based on continued operation of Eisenhower Middle School during the summer.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$2,500  |               |
| Budgeted Expenditures in SFY 2023 | \$5,000  |               |
| Budgeted Expenditures in SFY 2024 | \$5,000  | <u>Status</u> |
| Total Expenditures                | \$12,500 | Approved      |

Line Item ID: 480-3-0030

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|--|---|--|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure     |  |  |
| <u>Account Name</u>  | <u>Account Number</u>   |  |  |
| Supplies-Custodial   | 47-04-2600-6180-00  |  |  |
| Function Code  | Object Code   | Allowable Use  |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 618 - Cleaning Supplies and Chemicals                                 | 7 - Purchasing supplies to sanitize and clean LEA and school facilities. |  |

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

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$500   |
| Budgeted Expenditures in SFY 2023 | \$1,000 |
| Budgeted Expenditures in SFY 2024 | \$1,000 |
| Total Expenditures                | \$2,500 |

| Status    |
|-----------|
| <br>Jacus |

| Line Item ID: 480-3-0031 |   |   |  |
|--------------------------|---|---|--|
| Allocation Type          | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
| Direct Allocation        | YES - this item is marked for Learning Loss Set Aside Expenditure     |   |  |
| Account Name             | Account Number  |   |  |
| Certified Salaries       | 47-07-1000-1110-00  |   |  |
| Function Code            | Object Code   | Allowable Use   |  |
| 1000 - Instruction       | 110 - Regular Certified Salaries                                      | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |

This line item is for the salary costs at Mac Arthur Elementary School for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Mac Arthur Elementary School has 8 certified staff who provide support for students through small learning groups, cohorts, and 1:1 as needed. The school is staffed as follows:

- 1 Kindergarten Teacher
- 1 1st Grade Teacher
- 1 2nd/3rd Grade Teacher
- 1 5th Grade Teacher
- 2 part-time PE Teachers (each working 1/2 of summer school )
- 1 part-time Counselor (works 2 weeks)
- 1 sub as needed

| 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 | <u>Status</u> |
| <br>Total Expenditures            | \$62,500 | Approved      |

| Allocation Type                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
|----------------------------------|---|---|--|
| Direct Allocation                | YES - this item is marked for Learning Loss Set Aside Expenditure     |   |  |
| <u>Account Name</u>              | <u>Account Number</u>   |   |  |
| Part-time Non-Certified Salaries | 47-07-1000-1222-00  |   |  |
| Function Code                    | Object Code   | Allowable Use   |  |
| 1000 - Instruction               | 122 - Part-Time Non-Certified Salaries                                | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have approximately 11 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

Non-Certified Staff: 11 Full-time Non-Certified

- 1 4th Grade Para
- 2 Library
- 2 Kindergarten Paras
- 2 1st Grade Paras
- 2 2nd/3rd Grade Paras
- 1 4th Grade Para
- 1 5th Grade Para

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$8,500  |
| Budgeted Expenditures in SFY 2023 | \$17,500 |
| Budgeted Expenditures in SFY 2024 | \$17,500 |
| Total Expenditures                | \$43,500 |

| <u>Status</u> |  |
|---------------|--|
| Approved      |  |

| Allocation Type                 | Is this Item for the 20% Minimuim  | Learning Loss Set Aside Expenditure   |  |
|---------------------------------|--|---|--|
| Direct Allocation               | YES - this item is marked for Learning   | YES - this item is marked for Learning Loss Set Aside Expenditure             |  |
| Account Name                    | Account Number   | Account Number  |  |
| Social Security                 | 47-07-1000-2200-00   |   |  |
| Function Code                   | Object Code  | Allowable Use   |  |
| 1000 - Instruction              | 220 - Social Security Contributions  | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |
| Please describe the expenditur  | es within the account and how they will addre  | ess a COVID-19 need   |  |
| learning due to the pandemic ha | icant learning loss during the COVID-19 pandem<br>ve been identified for additional instruction and a<br>r FICA contribution (social security and Medicare<br>g summer school. | are required to attend summer school. This                                    |  |

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$1,650 |
| Budgeted Expenditures in SFY 2023 | \$3,200 |
| Budgeted Expenditures in SFY 2024 | \$3,200 |
| Total Expenditures                | \$8,050 |

# <u>Status</u> Approved

Line Item ID: 480-3-0034

| Allocation Type    | <u>Is this Item for the 20% Minimuim Le</u> | earning Loss Set Aside Expenditure  |  |
|--------------------|---|---|--|
| Direct Allocation  | YES - this item is marked for Learning L    | YES - this item is marked for Learning Loss Set Aside Expenditure             |  |
| Account Name       | Account Number                              |   |  |
| Unemployment Ins   | 47-07-1000-2500-00                          |   |  |
| Function Code      | Object Code                                 | Allowable Use   |  |
| 1000 - Instruction | 260 - Unemployment Compensation             | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |

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

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

| Budgeted Expenditures in SFY 2021 | \$0   |
|-----------------------------------|-------|
| Budgeted Expenditures in SFY 2022 | \$15  |
| Budgeted Expenditures in SFY 2023 | \$60  |
| Budgeted Expenditures in SFY 2024 | \$60  |
| Total Expenditures                | \$135 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type                  | <u>Is this Item for the 20% Minimuim L</u>  | earning Loss Set Aside Expenditure  |  |
|----------------------------------|---|---|--|
| Direct Allocation                | YES - this item is marked for Learning  | YES - this item is marked for Learning Loss Set Aside Expenditure             |  |
| Account Name                     | Account Number  | Account Number  |  |
| Supplies-Instructional           | 47-07-1000-6190-00  |   |  |
| Function Code                    | Object Code   | Allowable Use   |  |
| 1000 - Instruction               | 619 - Other Supplies and Materials  | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |
| Please describe the expenditure  | s within the account and how they will addre  | ss a COVID-19 need  |  |
| learning due to the pandemic hav | cant learning loss during the COVID-19 pandemi<br>e been identified for additional instruction and a<br>supplies needed for summer learning courses tha | re required to attend summer school. This                                     |  |

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$1,000 |               |
| Budgeted Expenditures in SFY 2023 | \$2,000 |               |
| Budgeted Expenditures in SFY 2024 | \$2,000 | <u>Status</u> |
| Total Expenditures                | \$5,000 | Approved      |

supplies.

| <u>Allocation Type</u><br>Direct Allocation        | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |   |
|--|--|---|
| Account Name                                       | Account Number   |   |
| Certified Salaries - Admin                         | 47-07-2400-1110-00   |   |
| Function Code                                      | Object Code  | Allowable Use   |
| 2400 - Support Services (School<br>Administration) | 110 - Regular Certified Salaries   | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Mac Arthur Middle School Lead Teacher during the June 6 to June 30 time period of Summer School. The Lead Teacher provides development and coordination of the summer school program.

| Line Item ID: 480-3-0037          |          |               |
|-----------------------------------|----------|---------------|
| Total Expenditures                | \$15,500 | Approved      |
| Budgeted Expenditures in SFY 2024 | \$6,250  | <u>Status</u> |
| Budgeted Expenditures in SFY 2023 | \$6,250  |               |
| Budgeted Expenditures in SFY 2022 | \$3,000  |               |
| Budgeted Expenditures in SFY 2021 | \$0      |               |

| Direct Allocation                                  | YES - this item is marked for Learning Loss Set Aside Expenditure |   |
|--|---|---|
| Account Name                                       | Account Number  |   |
| Non-Certified Salaries - Sec                       | 47-07-2400-1211-00  |   |
| Function Code                                      | Object Code   | Allowable Use   |
| 2400 - Support Services (School<br>Administration) | 121 - Full-Time Non-Certified Salaries                            | 11A - Planning and implementing summer learning or enrichment |
|  |   | programs.   |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Mac Arthur Middle School Secretary during the June 6 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$2,000 |               |
| Budgeted Expenditures in SFY 2023 | \$3,500 |               |
| Budgeted Expenditures in SFY 2024 | \$3,500 | <u>Status</u> |
| Total Expenditures                | \$9,000 | Approved      |
|                                   |         |               |
| Line Item ID: 480-3-0038          |         |               |

| Direct Allocation               | YES - this item is marked for Learning | YES - this item is marked for Learning Loss Set Aside Expenditure |  |
|---------------------------------|--|---|--|
| Account Name                    | Account Number                         |   |  |
| Social Security                 | 47-07-2400-2200-00                     |   |  |
| Function Code                   | Object Code                            | Allowable Use   |  |
| 2400 - Support Services (School | 220 - Social Security Contributions    | 11A - Planning and implementing                                   |  |
| Administration)                 |  | summer learning or enrichment programs.                           |  |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Mac Arthur Middle School. This line item represents the employer FICA contribution (social security and medicare employer costs) for both the Lead Teacher and school secretary during summer school.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$400   |               |
| Budgeted Expenditures in SFY 2023 | \$725   |               |
| Budgeted Expenditures in SFY 2024 | \$725   | <u>Status</u> |
| Total Expenditures                | \$1,850 | Approved      |

Line Item ID: 480-3-0039

| <u>Allocation Type</u><br>Direct Allocation        |   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |
|--|---|--|--|
| <u>Account Name</u><br>Unemployment Ins            | <u>Account Number</u><br>47-07-2400-2500-00 |  |  |
| Function Code                                      | Object Code                                 | Allowable Use  |  |
| 2400 - Support Services (School<br>Administration) | 260 - Unemployment Compensation             | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.  |  |

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

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the Lead Teacher and school secretary during summer school.

| Budgeted Expenditures in SFY 2021 | \$0  |               |
|-----------------------------------|------|---------------|
| Budgeted Expenditures in SFY 2022 | \$4  |               |
| Budgeted Expenditures in SFY 2023 | \$14 |               |
| Budgeted Expenditures in SFY 2024 | \$14 | <u>Status</u> |
| Total Expenditures                | \$32 | Approved      |

| Allocation Type  | Is this Item for the 20% Min  | imuim Learning Loss Set Aside Expenditure  |
|--|-------------------------------|--|
| Direct Allocation  | YES - this item is marked for | Learning Loss Set Aside Expenditure  |
| Account Name   | Account Number                |  |
| Water Utilities  | 47-07-2600-6180-00            |  |
| Function Code  | Object Code                   | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 629 - Other                   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$750   |               |
| Budgeted Expenditures in SFY 2023 | \$1,500 |               |
| Budgeted Expenditures in SFY 2024 | \$1,500 | <u>Status</u> |
| –<br>Total Expenditures           | \$3,750 | Approved      |
|                                   |         |               |
| Line Item ID: 480-3-0041          |         |               |

| Allocation Type  | Is this Item for the 20% Minimu    | <b>iim Learning Loss Set Aside Expenditure</b>   |
|--|------------------------------------|--|
| Direct Allocation  | YES - this item is marked for Lear | ning Loss Set Aside Expenditure  |
| <u>Account Name</u>  | Account Number                     |  |
| Electric Utilities   | 47-07-2600-6220-00                 |  |
| Function Code  | Object Code                        | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 622 - Electricity                  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Mac Arthur Middle School. This line item represents the additional cost of electricity that will occur based on continued operation of Mac Arthur Middle School during the summer.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$1,500 |               |
| Budgeted Expenditures in SFY 2023 | \$3,000 |               |
| Budgeted Expenditures in SFY 2024 | \$3,000 | <u>Status</u> |
| Total Expenditures                | \$7,500 | Approved      |

Line Item ID: 480-3-0042

| Allocation Type<br>Direct Allocation   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |
|--|--|--|
| <u>Account Name</u><br>Supplies-Custodial  | <u>Account Number</u><br>47-07-2600-6190-00  |  |
| Function Code  | Object Code  | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 619 - Other Supplies and Materials   | 7 - Purchasing supplies to sanitize and clean LEA and school facilities. |

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

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$500   |
| Budgeted Expenditures in SFY 2023 | \$1,000 |
| Budgeted Expenditures in SFY 2024 | \$1,000 |
| Total Expenditures                | \$2,500 |

| S | tatus |
|---|-------|
|   |       |

| ine Item ID: 480-3-0043 |   |   |
|-------------------------|---|---|
| Allocation Type         | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |
| Direct Allocation       | YES - this item is marked for Learning Loss Set Aside Expenditure     |   |
| Account Name            | Account Number  |   |
| Certified Salaries      | 47-08-1000-1110-00  |   |
| Function Code           | Object Code   | Allowable Use   |
| 1000 - Instruction      | 110 - Regular Certified Salaries                                      | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

This line item is for the salary costs for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes conducted June 8- June 30. Prairie View Elementary School has 9 certified staff who are all ESL certified teachers and are placed in the grade level of expertise. These teachers provide support for students through small learning groups, cohorts, and 1:1 as needed. The school is staffed as follows: Certified Staff: 9 teachers K - 1 teacher 1st grade - 1 teacher 2nd grade - 2 teachers 3rd grade - 2 teachers 4th grade - 2 teachers 5th grade - 1 teacher

| \$0      |                                  |
|----------|----------------------------------|
| \$14,000 |                                  |
| \$28,000 |                                  |
| \$28,000 | <u>Status</u>                    |
| \$70,000 | Approved                         |
|          |                                  |
|          | \$14,000<br>\$28,000<br>\$28,000 |

Line Item ID: 480-3-0044

| Allocation Type<br>Direct Allocation             | Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Lo |   |
|--|--|---|
| Account Name<br>Part-time Non-Certified Salaries | Account Number<br>47-08-1000-1222-00   | ·   |
| Function Code                                    | Object Code  | Allowable Use   |
| 1000 - Instruction                               | 122 - Part-Time Non-Certified Salaries   | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have approximately 8 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups during reading and math, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed. Classified Staff: 8

K - 1 para 1st grade - 1 para 2nd grade - 1 para 3rd grade - 2 paras 4th grade - 2 paras 5th grade - 1 para

| 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 | <u>Status</u> |
| Total Expenditures                | \$25,000 | Approved      |
|                                   |          |               |

Line Item ID: 480-3-0045

| <u>Allocation Type</u><br>Direct Allocation | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |   |
|---|--|---|
| <u>Account Name</u><br>Social Security      | <u>Account Number</u><br>47-08-1000-2200-00  |   |
| Function Code                               | Object Code  | Allowable Use   |
| 1000 - Instruction                          | 220 - Social Security Contributions  | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$1,450 |               |
| Budgeted Expenditures in SFY 2023 | \$2,900 |               |
| Budgeted Expenditures in SFY 2024 | \$2,900 | <u>Status</u> |
| <br>Total Expenditures            | \$7,250 | Approved      |
|                                   |         |               |
| Line Item ID: 480-3-0046          |         |               |

| Direct Allocation  | YES - this item is marked for Learning L | YES - this item is marked for Learning Loss Set Aside Expenditure       |  |
|--------------------|--|---|--|
| Account Name       | Account Number                           | Account Number  |  |
| Unemployment Ins   | 47-08-1000-2500-00                       | 47-08-1000-2500-00  |  |
| Function Code      | Object Code                              | Allowable Use   |  |
| 1000 - Instruction | 260 - Unemployment Compensation          | 11A - Planning and implementing summer learning or enrichment programs. |  |

learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Prairie View Elementary School with approximately 9 certified staff and approximately 8 paraprofessionals. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

| <u>Status</u> |
|---------------|
| Approved      |
|               |

| Allocation Type                                    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |
|--|---|--|
| Direct Allocation                                  | YES - this item is marked for Learning Loss Set Aside Expenditure                     |  |
| Account Name                                       | Account Number  |  |
| Supplies-Instructional                             | 47-08-1000-6190-00  |  |
| Function Code                                      | Object Code   | Allowable Use  |
| 1000 - Instruction                                 | 619 - Other Supplies and Materials  | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.    |
| Please describe the expenditures with              | in the account and how they will addres   | ss a COVID-19 need   |
| •  | identified for additional instruction and a s needed for summer learning courses that | re required to attend summer school. This<br>at may include consumable classroom |
| Budgeted Expenditures in SFY 2021                  | \$0   |  |
| Budgeted Expenditures in SFY 2022                  |   |  |
| Budgeted Expenditures in SFY 2023                  |   |  |
| Budgeted Expenditures in SFY 2024                  | \$2,000   | <u>Status</u>  |
| Fotal Expenditures                                 | \$5,000   | Approved   |
| ne Item ID: 480-3-0048                             |   |  |
| Allocation Type                                    | Is this Item for the 20% Minimuim L   | earning Loss Set Aside Expenditure   |
| Direct Allocation                                  | YES - this item is marked for Learning Loss Set Aside Expenditure                     |  |
| Account Name                                       | Account Number  |  |
| Certified Salaries - Admin                         | 47-08-2400-1110-00  |  |
| Function Code                                      | Object Code   | Allowable Use  |
| 2400 - Support Services (School<br>Administration) | 110 - Regular Certified Salaries  | 11A - Planning and implementing summer learning or enrichment programs.          |
| Diasso describe the expenditures with              | in the account and how they will addres   | ss a COVID-19 need   |
| lease describe the expenditures with               | · · · · · · · · · · · · · · · · · · ·   |  |

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$2,500  |
| Budgeted Expenditures in SFY 2023 | \$5,000  |
| Budgeted Expenditures in SFY 2024 | \$5,000  |
| Total Expenditures                | \$12,500 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Direct Allocation                                  | YES - this item is marked for Learning Loss Set Aside Expenditure |   |
|--|---|---|
| Account Name                                       | Account Number  |   |
| Non-Certified Salaries - Sec                       | 47-08-2400-1211-00  |   |
| Function Code                                      | Object Code   | Allowable Use   |
| 2400 - Support Services (School<br>Administration) | 121 - Full-Time Non-Certified Salaries                            | 11A - Planning and implementing summer learning or enrichment programs. |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Prairie View Elementary School Secretary during the June 8 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$750   |               |
| Budgeted Expenditures in SFY 2023 | \$1,500 |               |
| Budgeted Expenditures in SFY 2024 | \$1,500 | <u>Status</u> |
| -<br>Total Expenditures           | \$3,750 | Approved      |
|                                   |         |               |
| Line Item ID: 480-3-0050          |         |               |

| Allocation Type<br>Direct Allocation               | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |   |  |
|--|--|---|--|
| <u>Account Name</u><br>Social Security             | <u>Account Number</u><br>47-08-2400-2200-00  |   |  |
| Function Code                                      | Object Code  | Allowable Use   |  |
| 2400 - Support Services (School<br>Administration) | 220 - Social Security Contributions  | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Prairie View Elementary School with approximately 9 certified staff and approximately 8 paraprofessionals. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the Lead Teacher and School Secretary during summer school.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$250   |               |
| Budgeted Expenditures in SFY 2023 | \$500   |               |
| Budgeted Expenditures in SFY 2024 | \$500   | <u>Status</u> |
| <br>Total Expenditures            | \$1,250 | Approved      |
|                                   |         |               |
| Line Item ID: 480-3-0051          |         |               |

| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure   |   |  |
|---|---|---|--|
|   |   |   |  |
| Account Name  | Account Number  |   |  |
| Unemployment Ins  | 47-08-2400-2500-00  |   |  |
| Function Code   | Object Code   | Allowable Use   |  |
| 2400 - Support Services (School<br>Administration)  | 260 - Unemployment Compensation   | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |
| Please describe the expenditures with   | in the account and how they will address  | s a COVID-19 need   |  |
| •   | n identified for additional instruction and an<br>ment costs for both the Lead Teacher and s                              | •   |  |
| Budgeted Expenditures in SFY 2021   | \$0   |   |  |
| Budgeted Expenditures in SFY 2022   | \$5   |   |  |
| Budgeted Expenditures in SFY 2023   | \$7   |   |  |
| Budgeted Expenditures in SFY 2024   | \$7   | <u>Status</u>   |  |
| Judgeteu Experialtares ili 3FT 2024   |   |   |  |
| Total Expenditures  | \$19  | Approved  |  |
| Total Expenditures  | \$19  | Approved  |  |
| 2 .   | \$19<br>Is this Item for the 20% Minimuim Le  |   |  |
| Total Expenditures The Item ID: 480-3-0052 Allocation Type  |   | arning Loss Set Aside Expenditure   |  |
| Total Expenditures Tel Item ID: 480-3-0052 Allocation Type Direct Allocation  | Is this Item for the 20% Minimuim Le  | arning Loss Set Aside Expenditure   |  |
| Total Expenditures Total Expenditures Total Expenditures The Item ID: 480-3-0052 Allocation Type Direct Allocation Account Name | <u>Is this Item for the 20% Minimuim Le</u><br>YES - this item is marked for Learning L                                   | arning Loss Set Aside Expenditure   |  |
| Total Expenditures Total Expenditures The Item ID: 480-3-0052 Allocation Type Direct Allocation Account Name Water Utilities    | Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Le<br>Account Number                       | arning Loss Set Aside Expenditure   |  |
| ne Item ID: 480-3-0052  | Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Le<br>Account Number<br>47-08-2600-6180-00 | arning Loss Set Aside Expenditure   |  |

Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$750   |
| Budgeted Expenditures in SFY 2023 | \$1,500 |
| Budgeted Expenditures in SFY 2024 | \$1,500 |
| Total Expenditures                | \$3,750 |

| <u>Status</u> | <br> | <br> |
|---------------|------|------|
| Approved      |      |      |

| Line Item ID: 480-3-0053   |  |  |  |
|--|--|--|--|
| Allocation Type<br>Direct Allocation   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |  |
| <u>Account Name</u><br>Electric Utilities  | Account Number<br>47-08-2600-6220-00   |  |  |
| Function Code  | Object Code  | Allowable Use  |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 622 - Electricity  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Prarieview Elementary School. This line item represents the additional cost of electricity that will occur based on continued operation of the elementary school lights, equipment and hvac system during the summer.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$1,500 |               |
| Budgeted Expenditures in SFY 2023 | \$3,000 |               |
| Budgeted Expenditures in SFY 2024 | \$3,000 | <u>Status</u> |
| Total Expenditures                | \$7,500 | Approved      |
|                                   |         |               |
| Line Item ID: 480-3-0054          |         |               |

| Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
|---|---|--|
| YES - this item is marked for Learning Loss Set Aside Expenditure     |   |  |
| Account Number  |   |  |
| 47-08-2600-6190-00  |   |  |
| Object Code   | Allowable Use   |  |
| 619 - Other Supplies and Materials                                    | 7 - Purchasing supplies to sanitize and   |  |
|   | clean LEA and school facilities.  |  |
|   | YES - this item is marked for Learning I<br><u>Account Number</u><br>47-08-2600-6190-00<br><b>Object Code</b> |  |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$500   |               |
| Budgeted Expenditures in SFY 2023 | \$1,000 |               |
| Budgeted Expenditures in SFY 2024 | \$1,000 | <u>Status</u> |
| –<br>Total Expenditures           | \$2,500 | Approved      |

Line Item ID: 480-3-0055

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
|--|---|---|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure     |   |  |
| Account Name   | Account Number  |   |  |
| Certified Salaries   | 47-11-1000-1110-00  |   |  |
| Function Code  | Object Code   | Allowable Use   |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 110 - Regular Certified Salaries                                      | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |

This line item is for the salary costs for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes June 6-30. Meadowlark Elementary School has 11 certified staff who provide support for students through small learning groups, cohorts, and 1:1 as needed. The school is staffed as follows: 1 -Kinder, 2 -1st grade, 2 -2nd grade, 2 -3rd grade, 2 -4th grade, 2 -5th grade,

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$18,750 |               |
| Budgeted Expenditures in SFY 2023 | \$37,500 |               |
| Budgeted Expenditures in SFY 2024 | \$37,500 | <u>Status</u> |
| Total Expenditures                | \$93,750 | Approved      |
|                                   |          |               |
| Line Item ID: 480-3-0056          |          |               |

| Allocation Type                  | Is this Item for the 20% Minimuim Lea     | arning Loss Set Aside Expenditure   |
|----------------------------------|---|---|
| Direct Allocation                | YES - this item is marked for Learning Lo | oss Set Aside Expenditure   |
| Account Name                     | Account Number                            |   |
| Part-time Non-Certified Salaries | 47-11-1000-1222-00                        |   |
| Function Code                    | Object Code                               | Allowable Use   |
| 1000 - Instruction               | 122 - Part-Time Non-Certified Salaries    | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have 11 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups during reading and math, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$7,500  |               |
| Budgeted Expenditures in SFY 2023 | \$15,000 |               |
| Budgeted Expenditures in SFY 2024 | \$15,000 | <u>Status</u> |
| <br>Total Expenditures            | \$37,500 | Approved      |

| Allocation Type    | Is this Item for the 20% Minimuim L    | •                               |
|--------------------|--|---------------------------------|
| Direct Allocation  | YES - this item is marked for Learning | Loss Set Aside Expenditure      |
| Account Name       | Account Number                         |                                 |
| Social Security    | 47-11-1000-2200-00                     |                                 |
| Function Code      | Object Code                            | Allowable Use                   |
| 1000 - Instruction | 220 - Social Security Contributions    | 11A - Planning and implementing |
|                    |  | summer learning or enrichment   |
|                    |  | programs.                       |

Budgeted Expenditures in SFY 2021\$0Budgeted Expenditures in SFY 2022\$2,100Budgeted Expenditures in SFY 2023\$4,250Budgeted Expenditures in SFY 2024\$4,250Total Expenditures\$10,600

and paraprofessional staff during summer school.

## <u>Status</u> Approved

<u>Status</u> Approved

Line Item ID: 480-3-0058

| Allocation Type    | Is this Item for the 20% Minimuim Le     | earning Loss Set Aside Expenditure  |  |
|--------------------|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning L | oss Set Aside Expenditure   |  |
| Account Name       | Account Number                           |   |  |
| Unemployment Ins   | 47-11-1000-2500-00                       | 47-11-1000-2500-00  |  |
| Function Code      | Object Code                              | Allowable Use   |  |
| 1000 - Instruction | 260 - Unemployment Compensation          | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |

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

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

| Budgeted Expenditures in SFY 2021 | \$0   |
|-----------------------------------|-------|
| Budgeted Expenditures in SFY 2022 | \$40  |
| Budgeted Expenditures in SFY 2023 | \$80  |
| Budgeted Expenditures in SFY 2024 | \$80  |
| Total Expenditures                | \$200 |

| Allocation Type   | <u>Is this Item for the 20% Minimuim I</u>   | <u>earning Loss Set Aside Expenditure</u>   |
|---|--|---|
| Direct Allocation   | YES - this item is marked for Learning   | Loss Set Aside Expenditure  |
| Account Name  | Account Number   |   |
| Supplies-Instructional  | 47-11-1000-6190-00   |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 619 - Other Supplies and Materials   | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.   |
| Please describe the expenditures with   | in the account and how they will addre   | ss a COVID-19 need  |
| learning due to the pandemic have been<br>line item represents instructional supplie  | arning loss during the COVID-19 pandem   | ic. Students who have documented gaps in<br>are required to attend summer school. This  |
| learning due to the pandemic have been<br>line item represents instructional supplie<br>supplies.   | arning loss during the COVID-19 pandem<br>identified for additional instruction and a<br>s needed for summer learning courses th   | ic. Students who have documented gaps in<br>are required to attend summer school. This  |
| learning due to the pandemic have been<br>line item represents instructional supplie<br>supplies.<br>Budgeted Expenditures in SFY 2021  | arning loss during the COVID-19 pandem<br>identified for additional instruction and a<br>s needed for summer learning courses the<br>\$0                                   | ic. Students who have documented gaps in<br>are required to attend summer school. This  |
| learning due to the pandemic have been<br>line item represents instructional supplie<br>supplies.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | arning loss during the COVID-19 pandem<br>identified for additional instruction and a<br>soneeded for summer learning courses the<br>\$0<br>\$1,000                        | ic. Students who have documented gaps in<br>are required to attend summer school. This  |
| learning due to the pandemic have been<br>line item represents instructional supplie<br>supplies.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | arning loss during the COVID-19 pandem<br>identified for additional instruction and a<br>so needed for summer learning courses the<br>\$0<br>\$1,000<br>\$2,000            | ic. Students who have documented gaps in<br>are required to attend summer school. This<br>at may include consumable classroom                       |
| learning due to the pandemic have been<br>line item represents instructional supplie<br>supplies.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024                       | arning loss during the COVID-19 pandem<br>identified for additional instruction and a<br>so needed for summer learning courses the<br>\$0<br>\$1,000<br>\$2,000<br>\$2,000 | ic. Students who have documented gaps in<br>are required to attend summer school. This<br>at may include consumable classroom                       |
| learning due to the pandemic have been  | arning loss during the COVID-19 pandem<br>identified for additional instruction and a<br>so needed for summer learning courses the<br>\$0<br>\$1,000<br>\$2,000            | ic. Students who have documented gaps in<br>are required to attend summer school. This<br>at may include consumable classroom                       |
| learning due to the pandemic have been<br>line item represents instructional supplie<br>supplies.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024                       | arning loss during the COVID-19 pandem<br>identified for additional instruction and a<br>so needed for summer learning courses the<br>\$0<br>\$1,000<br>\$2,000<br>\$2,000 | ic. Students who have documented gaps in<br>are required to attend summer school. This<br>at may include consumable classroom                       |
| learning due to the pandemic have been<br>line item represents instructional supplie<br>supplies.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures | arning loss during the COVID-19 pandem<br>identified for additional instruction and a<br>so needed for summer learning courses the<br>\$0<br>\$1,000<br>\$2,000<br>\$2,000 | ic. Students who have documented gaps in<br>are required to attend summer school. This<br>at may include consumable classroom<br>Status<br>Approved |

Account Name

**Function Code** 

Certified Salaries - Admin

Account Number

2400 - Support Services (School Administration)

# 47-11-2400-1110-00

**Object Code** 

110 - Regular Certified Salaries

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

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

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Meadowlark Elementary School Lead Teacher during the June 6 to June 30 time period of Summer School. The Lead Teacher provides development and coordination of the summer school program.

| 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 |

| <u>Status</u> |  |  |  |  |
|---------------|--|--|--|--|
|---------------|--|--|--|--|

| Allocation Type                                    | Is this Item for the 20% Minimuim Lea     | arning Loss Set Aside Expenditure                             |
|--|---|---|
| Direct Allocation                                  | YES - this item is marked for Learning Lo | oss Set Aside Expenditure                                     |
| Account Name                                       | Account Number                            |   |
| Non-Certified Salaries - Sec                       | 47-11-2400-1211-00                        |   |
| Function Code                                      | Object Code                               | Allowable Use   |
| 2400 - Support Services (School<br>Administration) | 121 - Full-Time Non-Certified Salaries    | 11A - Planning and implementing summer learning or enrichment |
|  |   | programs.   |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the School Secretary during the June 6 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$1,250 |               |
| Budgeted Expenditures in SFY 2023 | \$2,500 |               |
| Budgeted Expenditures in SFY 2024 | \$2,500 | <u>Status</u> |
| <br>Total Expenditures            | \$6,250 | Approved      |
|                                   |         |               |
| Line Item ID: 480-3-0062          |         |               |

| Allocation Type                                    | Is this Item for the 20% Minimuim L    | earning Loss Set Aside Expenditure  |
|--|--|---|
| Direct Allocation                                  | YES - this item is marked for Learning | Loss Set Aside Expenditure  |
| Account Name                                       | Account Number                         |   |
| Social Security                                    | 47-11-2400-2200-00                     |   |
| Function Code                                      | Object Code                            | Allowable Use   |
| 2400 - Support Services (School<br>Administration) | 220 - Social Security Contributions    | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Meadowlark Elementary School with approximately 11 certified staff and approximately 10 paraprofessionals. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the Lead Teacher and School Secretary during summer school.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$200   |               |
| Budgeted Expenditures in SFY 2023 | \$400   |               |
| Budgeted Expenditures in SFY 2024 | \$400   | <u>Status</u> |
| <br>Total Expenditures            | \$1,000 | Approved      |
| lotal Expenditures                | \$1,000 | Approved      |
| ne Item ID: 480-3-0063            |         |               |

| <u>Allocation Type</u><br>Direct Allocation        | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |   |
|--|--|---|
|  |  |   |
| Account Name                                       | Account Number   |   |
| Unemployment Ins                                   | 47-11-2400-2500-00   |   |
| Function Code                                      | Object Code  | Allowable Use   |
| 2400 - Support Services (School<br>Administration) | 260 - Unemployment Compensation  | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |
| Please describe the expenditures withi             | n the account and how they will addres   | s a COVID-19 need   |
| 5 1  | identified for additional instruction and ar<br>nent costs for both the Lead Teacher and s   | •   |
| Budgeted Expenditures in SFY 2021                  | \$0  |   |
| Budgeted Expenditures in SFY 2022                  | \$2  |   |
| Budgeted Expenditures in SFY 2023                  | \$6  |   |
| Budgeted Expenditures in SFY 2024                  | \$6  | <u>Status</u>   |
| Total Expenditures                                 | \$14   | Approved  |
|  |  |   |
| ne Item ID: 480-3-0064                             |  |   |
| Allocation Type                                    | Is this Item for the 20% Minimuim Le   | arning Loss Set Aside Expenditure   |
| Direct Allocation                                  | YES - this item is marked for Learning L   | oss Set Aside Expenditure   |
| Account Name                                       | Account Number   |   |
| Water Utilities                                    | 47-11-2600-6180-00   |   |
| Function Code                                      | Object Code  | Allowable Use   |
| 2600 - Operation and Maintenance of                | 629 - Other  | 16 - Other activities necessary to  |
| Plant Services (All except                         |  | maintain LEA operations and services  |
| Transportation)                                    |  | and employ existing LEA staff.  |
| Please describe the expenditures withi             | n the account and how they will address  | s a COVID-19 need   |
|  | rning loss during the COVID-19 pandemic identified for additional instruction and ar   | <b>.</b>  |

summer school.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$750   |
| Budgeted Expenditures in SFY 2023 | \$1,500 |
| Budgeted Expenditures in SFY 2024 | \$1,500 |
| Total Expenditures                | \$3,750 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |
|               |  |  |

| ine Item ID: 480-3-0065  |   |  |
|--|---|--|
| Allocation Type  | Is this Item for the 20% Min                                      | nimuim Learning Loss Set Aside Expenditure   |
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure |  |
| Account Name   | Account Number  |  |
| Electric Utilities   | 47-11-2600-6220-00  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 622 - Electricity   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Meadowlark Elementary School. This line item represents the additional cost of electricity that will occur based on continued operation of the school during the summer.

| \$0     |                               |
|---------|-------------------------------|
| \$1,500 |                               |
| \$3,000 |                               |
| \$3,000 | <u>Status</u>                 |
| \$7,500 | Approved                      |
|         |                               |
|         | \$1,500<br>\$3,000<br>\$3,000 |

| Allocation Type                     | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |
|-------------------------------------|---|---|
| Direct Allocation                   | YES - this item is marked for Learning Loss Set Aside Expenditure     |   |
| Account Name                        | Account Number  |   |
| Supplies-Custodial                  | 47-11-2600-6190-00  |   |
| Function Code                       | Object Code   | Allowable Use                           |
| 2600 - Operation and Maintenance of | 619 - Other Supplies and Materials                                    | 7 - Purchasing supplies to sanitize and |
| Plant Services (All except          |   | clean LEA and school facilities.        |
| Transportation)                     |   |   |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels. The District will continue with hand sanitizing stations and extra cleaning on a daily basis with special attention to touch points.

| \$500 |               |
|-------|---------------|
| 4000  |               |
| 1,000 |               |
| 1,000 | <u>Status</u> |
| 2,500 | Approved      |
|       |               |
|       | 1,000         |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |
|--|---|---|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure     |   |
| <u>Account Name</u>  | Account Number  |   |
| Certified Salaries   | 47-27-1000-1110-00  |   |
| Function Code  | Object Code   | Allowable Use   |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 110 - Regular Certified Salaries                                      | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

This line item is for the salary costs for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes. Cottonwood Elementary School has 8 certified staff: 1- K, 1-1st, 1-2nd, 1-1st&2nd, 1-3rd, 1-4th, 1-5th, 1-PE who provide support for students through small learning groups, cohorts, and 1:1 as needed

| 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 | <u>Status</u> |
| Total Expenditures                | \$62,500 | Approved      |
|                                   |          |               |
| Line Item ID: 480-3-0068          |          |               |

| Allocation Type<br>Direct Allocation                    |  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |
|---|--|--|--|
| <u>Account Name</u><br>Part-time Non-Certified Salaries | Account Number<br>47-27-1000-1222-00   |  |  |
| Function Code   | Object Code                            | Allowable Use  |  |
| 1000 - Instruction                                      | 122 - Part-Time Non-Certified Salaries | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.  |  |

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have approximately 11 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups during reading and math, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$7,500  |               |
| Budgeted Expenditures in SFY 2023 | \$15,000 |               |
| Budgeted Expenditures in SFY 2024 | \$15,000 | <u>Status</u> |
| -<br>Fotal Expenditures           | \$37,500 | Approved      |

Line Item ID: 480-3-0069

| Allocation Type    | Is this Item for the 20% Minimuim L    | earning Loss Set Aside Expenditure  |
|--------------------|--|---|
| Direct Allocation  | YES - this item is marked for Learning | Loss Set Aside Expenditure  |
| Account Name       | Account Number                         |   |
| Social Security    | 47-27-1000-2200-00                     |   |
| Function Code      | Object Code                            | Allowable Use   |
| 1000 - Instruction | 220 - Social Security Contributions    | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teaching staff and paraprofessional staff during summer school.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$1,500 |               |
| Budgeted Expenditures in SFY 2023 | \$3,050 |               |
| Budgeted Expenditures in SFY 2024 | \$3,050 | <u>Status</u> |
| Total Expenditures                | \$7,600 | Approved      |

Line Item ID: 480-3-0070

| Allocation Type    | Is this Item for the 20% Minimuim L      | earning Loss Set Aside Expenditure  |
|--------------------|--|---|
| Direct Allocation  | YES - this item is marked for Learning I | oss Set Aside Expenditure   |
| Account Name       | Account Number                           |   |
| Unemployment Ins   | 47-27-1000-2500-00                       |   |
| Function Code      | Object Code                              | Allowable Use   |
| 1000 - Instruction | 260 - Unemployment Compensation          | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

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

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

| Budgeted Expenditures in SFY 2021 | \$0   |
|-----------------------------------|-------|
| Budgeted Expenditures in SFY 2022 | \$30  |
| Budgeted Expenditures in SFY 2023 | \$60  |
| Budgeted Expenditures in SFY 2024 | \$60  |
| Total Expenditures                | \$150 |

| <u>tus</u> |                              |
|------------|------------------------------|
| proved     |                              |
|            | <u>i<b>tus</b></u><br>proved |

| Line Item ID: 480-3-0071 |  |  |
|--------------------------|--|--|
| Allocation Type          | Is this Item for the 20% Minimuim L    | earning Loss Set Aside Expenditure                               |
| Direct Allocation        | YES - this item is marked for Learning | Loss Set Aside Expenditure                                       |
| Account Name             | Account Number                         |  |
| Supplies-Instructional   | 47-27-1000-6190-00                     |  |
| Function Code            | Object Code                            | Allowable Use  |
| 1000 - Instruction       | 619 - Other Supplies and Materials     | 11A - Planning and implementing<br>summer learning or enrichment |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents instructional supplies needed for summer learning courses that may include consumable classroom supplies.

programs.

| \$0     |                               |
|---------|-------------------------------|
| \$1,000 |                               |
| \$2,000 |                               |
| \$2,000 | <u>Status</u>                 |
| \$5,000 | Approved                      |
|         |                               |
|         | \$1,000<br>\$2,000<br>\$2,000 |

| Allocation Type                                    | <u>Is this Item for the 20% Minimuim</u> | Learning Loss Set Aside Expenditure   |
|--|--|---|
| Direct Allocation                                  | YES - this item is marked for Learnin    | g Loss Set Aside Expenditure  |
| <u>Account Name</u><br>Certified Salaries - Admin  | Account Number<br>47-27-2400-1110-00     |   |
| Function Code                                      | Object Code                              | Allowable Use   |
| 2400 - Support Services (School<br>Administration) | 110 - Regular Certified Salaries         | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Meadowlark Elementary School Lead Teacher during the June 6 to June 30 time period of Summer School. This line item represents the salary for Lead Teacher who provides development and coordination of the summer school program.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$2,500  |               |
| Budgeted Expenditures in SFY 2023 | \$5,000  |               |
| Budgeted Expenditures in SFY 2024 | \$5,000  | <u>Status</u> |
| Total Expenditures                | \$12,500 | Approved      |
|                                   |          |               |
| Line Item ID: 480-3-0073          |          |               |

| Direct Allocation                                  | YES - this item is marked for Learning Lo | YES - this item is marked for Learning Loss Set Aside Expenditure       |  |
|--|---|---|--|
| Account Name                                       | Account Number                            |   |  |
| Non-Certified Salaries - Sec                       | 47-27-2400-1211-00                        |   |  |
| Function Code                                      | Object Code                               | Allowable Use   |  |
| 2400 - Support Services (School<br>Administration) | 121 - Full-Time Non-Certified Salaries    | 11A - Planning and implementing summer learning or enrichment programs. |  |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Meadowlark Elementary School Secretary during the June 6 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$750   |               |
| Budgeted Expenditures in SFY 2023 | \$1,500 |               |
| Budgeted Expenditures in SFY 2024 | \$1,500 | <u>Status</u> |
| <br>Total Expenditures            | \$3,750 | Approved      |
|                                   |         |               |
| Line Item ID: 480-3-0074          |         |               |

| Allocation Type                                    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
|--|---|---|--|
| Direct Allocation                                  | YES - this item is marked for Learning                                | YES - this item is marked for Learning Loss Set Aside Expenditure |  |
| Account Name                                       | Account Number  |   |  |
| Social Security                                    | 47-27-2400-2200-00  |   |  |
| Function Code                                      | Object Code   | Allowable Use   |  |
| 2400 - Support Services (School<br>Administration) | 220 - Social Security Contributions                                   | 11A - Planning and implementing summer learning or enrichment     |  |
|  |   | programs.   |  |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the Lead Teacher and School Secretary during summer school.

| \$250   |               |
|---------|---------------|
|         |               |
| \$500   |               |
| \$500   | <u>Status</u> |
| \$1,250 | Approved      |
|         |               |
| 1       | \$500         |

| <u>Allocation Type</u><br>Direct Allocation        |  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |  |
|--|--|--|--|--|
| Account Name                                       | Account Number                             | Account Number   |  |  |
| Unemployment Ins                                   | 47-27-2400-2500-00                         |  |  |  |
| Function Code                                      | Object Code                                | Allowable Use  |  |  |
| 2400 - Support Services (School<br>Administration) | 260 - Unemployment Compensation            | 11A - Planning and implementing summer learning or enrichment  |  |  |
|  |  | programs.  |  |  |
| Please describe the expenditures w                 | ithin the account and how they will addres | s a COVID-19 need  |  |  |
| USD 480 students suffered significant              | learning loss during the COVID-19 pandemic | . Students who have documented gap   |  |  |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the state unemployment costs for both the Lead Teacher and School Secretary during summer school.

| Budgeted Expenditures in SFY 2021 | \$0  |               |
|-----------------------------------|------|---------------|
| Budgeted Expenditures in SFY 2022 | \$2  |               |
| Budgeted Expenditures in SFY 2023 | \$10 |               |
| Budgeted Expenditures in SFY 2024 | \$10 | <u>Status</u> |
| Total Expenditures                | \$22 | Approved      |
|                                   |      |               |
| Line Item ID: 480-3-0076          |      |               |

| Allocation Type  | <u>Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure</u><br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |
|--|---|--|
| Direct Allocation Account Name   | Account Number  | arning Loss Set Aside Experiature  |
| Water Utilities  | 47-27-2600-6180-00  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 629 - Other   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$750   |               |
| Budgeted Expenditures in SFY 2023 | \$1,500 |               |
| Budgeted Expenditures in SFY 2024 | \$1,500 | <u>Status</u> |
| <br>Total Expenditures            | \$3,750 | Approved      |
|                                   |         |               |
| Line Item ID: 480-3-0077          |         |               |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |
|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure     |  |
| Account Name   | Account Number  |  |
| Electric Utilities   | 47-27-2600-6220-00  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 622 - Electricity   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Cottonwood Elementary School. This line item represents the additional cost of electricity that will occur based on continued operation of the school during the summer.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$1,500 |               |
| Budgeted Expenditures in SFY 2023 | \$3,000 |               |
| Budgeted Expenditures in SFY 2024 | \$3,000 | <u>Status</u> |
| Total Expenditures                | \$7,500 | Approved      |
| Line Item Comment from KSDE       |         |               |
| Line Item ID: 480-3-0078          |         |               |

| Allocation Type                               | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
|---|---|---|--|
| Direct Allocation                             | YES - this item is marked for Learning Loss Set Aside Expenditure     |   |  |
| Account Name                                  | Account Number  |   |  |
| Supplies-Custodial                            | 47-27-2600-6190-00  |   |  |
| Function Code                                 | Object Code   | Allowable Use                           |  |
| 2600 - Operation and Maintenance of           | 619 - Other Supplies and Materials                                    | 7 - Purchasing supplies to sanitize and |  |
| Plant Services (All except<br>Transportation) |   | clean LEA and school facilities.        |  |
|   |   | s a COVID-19 need                       |  |

| Budgeted Expenditures in SFY 2022 | \$500   |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2023 | \$1,000 |               |
| Budgeted Expenditures in SFY 2024 | \$1,000 | <u>Status</u> |
| Total Expenditures                | \$2,500 | Approved      |

| Allocation Type    | Is this Item for the 20% Minimuim     | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         |  |  |
|--------------------|---------------------------------------|---|--|--|
| Direct Allocation  | YES - this item is marked for Learnin | YES - this item is marked for Learning Loss Set Aside Expenditure             |  |  |
| Account Name       | Account Number                        |   |  |  |
| Certified Salaries | 47-28-1000-1110-00                    |   |  |  |
| Function Code      | Object Code                           | Allowable Use   |  |  |
| 1000 - Instruction | 110 - Regular Certified Salaries      | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |  |

This line item is for the salary costs for instructional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer classes from June 6-30 for grades 2-5. Sunflower Elementary School has 7 certified staff who provide support for students through small learning groups, cohorts, and 1:1 as needed.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$15,000 |
| Budgeted Expenditures in SFY 2023 | \$30,000 |
| Budgeted Expenditures in SFY 2024 | \$30,000 |
| Total Expenditures                | \$75,000 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
|----------------------------------|---|---|--|
| Direct Allocation                | YES - this item is marked for Learning Loss Set Aside Expenditure     |   |  |
| Account Name                     | Account Number  |   |  |
| Part-time Non-Certified Salaries | 47-28-1000-1222-00  |   |  |
| Function Code                    | Object Code   | Allowable Use                           |  |
| 1000 - Instruction               | 122 - Part-Time Non-Certified Salaries                                | 11A - Planning and implementing         |  |
|                                  |   | summer learning or enrichment programs. |  |

This line item is for the salary costs for non-certified, or paraprofessional staff for summer learning and enrichment to address students who have suffered learning loss due to excessive absences resulting from the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. We have 6 paraprofessionals working with students during summer school. Our non-certified staff help the teachers assist students in learning specific skills, assist with translation and parent/guardian contact, help to keep records for grading and attendance, reinforce lessons by reviewing material with students one-on-one and in small groups during reading and math, supervise students and serve as a guide in instructing students in proper classroom behavior. The non-certified staff are critical to ensure summer classes are able to provide support for students through small learning groups, cohorts, and 1:1 as needed.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$8,000  |
| Budgeted Expenditures in SFY 2023 | \$16,000 |
| Budgeted Expenditures in SFY 2024 | \$16,000 |
| Total Expenditures                | \$40,000 |

| <u>Status</u> |  |
|---------------|--|
| Approved      |  |

Line Item ID: 480-3-0081

| Allocation Type    | <u>Is this Item for the 20% Minimuim L</u> | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         |  |  |
|--------------------|--|---|--|--|
| Direct Allocation  | YES - this item is marked for Learning     | YES - this item is marked for Learning Loss Set Aside Expenditure             |  |  |
| Account Name       | Account Number                             | Account Number  |  |  |
| Social Security    | 47-28-1000-2200-00                         | 47-28-1000-2200-00  |  |  |
| Function Code      | Object Code                                | Allowable Use   |  |  |
| 1000 - Instruction | 220 - Social Security Contributions        | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |  |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the teachers and paraprofessionals during summer school.

| Budgeted Expenditures in SFY 2021 | \$O     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$1,750 |               |
| Budgeted Expenditures in SFY 2023 | \$3,500 |               |
| Budgeted Expenditures in SFY 2024 | \$3,500 | <u>Status</u> |
| Total Expenditures                | \$8,750 | Approved      |

| Allocation Type    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |
|--------------------|---|---|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure     |   |
| Account Name       | Account Number  |   |
| Unemployment Ins   | 47-28-1000-2500-00  |   |
| Function Code      | Object Code   | Allowable Use   |
| 1000 - Instruction | 260 - Unemployment Compensation                                       | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

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

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the state unemployment costs for both the teaching staff and paraprofessional staff during summer school.

| 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 |

| <u>Status</u> |
|---------------|

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure<br>Account Number |   |  |
|--|--|---|--|
| Direct Allocation  |  |   |  |
| Account Name   |  |   |  |
| Supplies-Instructional   | 47-28-1000-6190-00   |   |  |
| Function Code  | Object Code  | Allowable Use                             |  |
| 1000 - Instruction   | 619 - Other Supplies and Materials   | 11A - Planning and implementing           |  |
|  |  | summer learning or enrichment programs.   |  |
| Please describe the expenditures with                                  | in the account and how they will addre   | ss a COVID-19 need                        |  |
| line item represents consumable classroo                               | identified for additional instruction and a om supplies needed for summer learning.  | re required to attend summer school. This |  |
| Budgeted Expenditures in SFY 2021                                      | \$0  |   |  |
| Budgeted Expenditures in SFY 2022                                      | \$1,000  |   |  |
| Budgeted Expenditures in SFY 2023                                      | \$2,000  |   |  |
| Budgeted Expenditures in SFY 2024                                      | \$2,000  | <u>Status</u>                             |  |
| Total Expenditures   | \$5,000  | Approved                                  |  |
| ine Item ID: 480-3-0084  |  |   |  |
| Allocation Type  | Is this Item for the 20% Minimuim L  | earning Loss Set Aside Expenditure        |  |
|  | YES - this item is marked for Learning   | Loss Set Aside Expenditure                |  |
| Direct Allocation  | Account Number   |   |  |
|  | Account Number   | 47-28-2400-1110-00                        |  |
| Direct Allocation<br><u>Account Name</u><br>Certified Salaries - Admin |  |   |  |
| Account Name   |  | Allowable Use                             |  |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Sunflower Elementary School Lead Teacher during the June 6 to June 30 time period of Summer School. The Lead Teacher provides development and coordination of the summer school program.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$2,500  |
| Budgeted Expenditures in SFY 2023 | \$5,000  |
| Budgeted Expenditures in SFY 2024 | \$5,000  |
| Total Expenditures                | \$12,500 |
| Budgeted Expenditures in SFY 2024 | \$5,000  |

| <u>Status</u> | <br> |  |
|---------------|------|--|
| Approved      |      |  |

| <u>Allocation Type</u>                             | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |
|--|---|---|
| Direct Allocation                                  | YES - this item is marked for Learning Loss Set Aside Expenditure     |   |
| Account Name                                       | Account Number  |   |
| Non-Certified Salaries - Sec                       | 47-28-2400-1211-00  |   |
| Function Code                                      | Object Code   | Allowable Use   |
| 2400 - Support Services (School<br>Administration) | 121 - Full-Time Non-Certified Salaries                                | 11A - Planning and implementing summer learning or enrichment programs. |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. This line item represents the salary for the Sunflower Elementary School School Secretary during the June 6 to June 30 time period of Summer School. The School Secretary provides support in following the District's Plan for Safe Return to In-Person Instruction and Continuity of Services, manages attendance and is the point of contact for parents.

| Budgeted Expenditures in SFY 2021 | \$O     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$1,500 |               |
| Budgeted Expenditures in SFY 2023 | \$3,000 |               |
| Budgeted Expenditures in SFY 2024 | \$3,000 | <u>Status</u> |
| <br>Total Expenditures            | \$7,500 | Approved      |
|                                   |         |               |
| Line Item ID: 480-3-0086          |         |               |

| Allocation Type<br>Direct Allocation               |   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |
|--|---|--|--|
| <u>Account Name</u><br>Social Security             | <u>Account Number</u><br>47-28-2400-2200-00 |  |  |
| Function Code                                      | Object Code                                 | Allowable Use  |  |
| 2400 - Support Services (School<br>Administration) | 220 - Social Security Contributions         | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.  |  |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the employer FICA contribution (social security and Medicare employer costs) for both the Lead Teacher and School Secretary during summer school.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$300   |               |
| Budgeted Expenditures in SFY 2023 | \$600   |               |
| Budgeted Expenditures in SFY 2024 | \$600   | <u>Status</u> |
| Total Expenditures                | \$1,500 | Approved      |

Line Item ID: 480-3-0087

| Allocation Type Direct Allocation                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |   |
|--|--|---|
| <u>Account Name</u><br>Unemployment Ins            | <u>Account Number</u><br>47-28-2400-2500-00  |   |
| Function Code                                      | Object Code  | Allowable Use   |
| 2400 - Support Services (School<br>Administration) | 260 - Unemployment Compensation  | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |

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

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the State Unemployment Tax for both the Lead Teacher and School Secretary during summer school.

| Budgeted Expenditures in SFY 2021 | \$0  |
|-----------------------------------|------|
| Budgeted Expenditures in SFY 2022 | \$5  |
| Budgeted Expenditures in SFY 2023 | \$10 |
| Budgeted Expenditures in SFY 2024 | \$10 |
| Total Expenditures                | \$25 |

| <u>Status</u> |
|---------------|
| Approved      |
|               |

| Line Item ID: 480-3-0088   |   |  |
|--|---|--|
| Allocation Type  | <u>Is this Item for the 20% M</u>                                 | inimuim Learning Loss Set Aside Expenditure  |
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure |  |
| Account Name   | Account Number  |  |
| Water Utilities  | 47-28-2600-6180-00  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 629 - Other   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students recover learning loss. This line item represents the additional cost of water usage/sewage and waste removal that will occur based on continued operation during summer school.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$750   |               |
| Budgeted Expenditures in SFY 2023 | \$1,500 |               |
| Budgeted Expenditures in SFY 2024 | \$1,500 | <u>Status</u> |
| <br>Total Expenditures            | \$3,750 | Approved      |
|                                   |         |               |
| Line Item ID: 480-3-0089          |         |               |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|--|---|--|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure     |  |  |
| <u>Account Name</u>  | <u>Account Number</u>   |  |  |
| Electric Utilities   | 47-28-2600-6220-00  |  |  |
| Function Code  | Object Code Allowable Use   |  |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 622 - Electricity   | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |  |

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Summer learning and enrichment courses are being conducted to help students at Sunflower Elementary School. This line item represents the additional cost of electricity that will occur based on continued operation of the school during the summer.

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$1,500 |               |
| Budgeted Expenditures in SFY 2023 | \$3,000 |               |
| Budgeted Expenditures in SFY 2024 | \$3,000 | <u>Status</u> |
| Total Expenditures                | \$7,500 | Approved      |

Line Item ID: 480-3-0090

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|--|---|--|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure     |  |  |
| <u>Account Name</u>  | <u>Account Number</u>   |  |  |
| Supplies-Custodial   | 47-28-2600-6190-00  |  |  |
| Function Code  | Object Code Allowable Use   |  |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 619 - Other Supplies and Materials                                    | 7 - Purchasing supplies to sanitize and clean LEA and school facilities. |  |

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

USD 480 students suffered significant learning loss during the COVID-19 pandemic. Students who have documented gaps in learning due to the pandemic have been identified for additional instruction and are required to attend summer school. Health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue during summer school and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$500   |
| Budgeted Expenditures in SFY 2023 | \$1,000 |
| Budgeted Expenditures in SFY 2024 | \$1,000 |
| Total Expenditures                | \$2,500 |

| <u>Status</u> |
|---------------|

| Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure     |   |  |
|---|---|--|
| NO - this item is not marked for Learning Loss Set Aside Expenditure      |   |  |
| Account Number  |   |  |
| 47-31-2600-6190-00  |   |  |
| Object Code   | Allowable Use   |  |
| 619 - Other Supplies and Materials 7 - Purchasing supplies to sanitize an |   |  |
| clean LEA and school facilities.  |   |  |
|   | NO - this item is not marked for Learn<br><u>Account Number</u><br>47-31-2600-6190-00<br><b>Object Code</b> |  |

COVID-19 health protocols under the District's Plan for Safe Return to In-Person Instruction and Continuity of Services will continue and require supplies such as hand sanitizer, disinfecting solutions and sprays, tissues and paper towels at a district wide level. The District will continue with hand sanitizing stations and extra cleaning on a daily basis with special attention to touch points.

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$25,000  |               |
| Budgeted Expenditures in SFY 2023 | \$50,000  |               |
| Budgeted Expenditures in SFY 2024 | \$42,089  | <u>Status</u> |
| Total Expenditures                | \$117,089 | Approved      |
|                                   |           |               |
| Line Item ID: 480-3-0092          |           |               |

| Allocation Type          |   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|--------------------------|---|---|--|--|
| Direct Allocation        | NO - this item is not marked for Learni | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name             | Account Number                          | Account Number  |  |  |
| Supplies - Instructional | 47-31-1000-6190-00                      | 47-31-1000-6190-00  |  |  |
| Function Code            | Object Code                             | Allowable Use   |  |  |
| 1000 - Instruction       | 619 - Other Supplies and Materials      | 12 - Addressing learning loss among students, including vulnerable    |  |  |
|                          |   | populations.  |  |  |

Purchase and implementation of Amplify products which provides a system of assessments to provide data analysis, reading assessments, lesson generating and sequencing to provide teachers with targeted instruction for students. The program provides resources for teaching phonological awareness, phonics, fluency, vocabulary, comprehension, with the addition of technology and student goal setting which provides the instructional tools needed to address COVID - 19 related learning loss.

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0       |               |
| Budgeted Expenditures in SFY 2023 | \$127,879 |               |
| Budgeted Expenditures in SFY 2024 | \$92,478  | <u>Status</u> |
| Total Expenditures                | \$220,357 | Approved      |

Line Item ID: 480-3-0093

| Allocation Type         | Is this Item for the 20% Minimuim L    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |  |
|-------------------------|--|---|--|--|
| Direct Allocation       | NO - this item is not marked for Learn | NO - this item is not marked for Learning Loss Set Aside Expenditure                  |  |  |
| Account Name            | Account Number                         | Account Number  |  |  |
| Supplies- Instructional | 47-31-1000-6190-00                     | 47-31-1000-6190-00  |  |  |
| Function Code           | Object Code                            | Object Code Allowable Use   |  |  |
| 1000 - Instruction      | 619 - Other Supplies and Materials     | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |

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

This line item is for the purchase and implementation of the Kagan cooperative learning strategies which are researched based and effective with at-risk student populations. The instructional strategies promote cooperation and communication across the classroom to engage all students and to target and respond to students academic needs while addressing COVID-19 related learning loss.

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$0       |
| Budgeted Expenditures in SFY 2023 | \$135,000 |
| Budgeted Expenditures in SFY 2024 | \$0       |
| Total Expenditures                | \$135,000 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Is this Item for the 20% Minimuim Lea                                | arning Loss Set Aside Expenditure  |
|--|--|
| NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
| Account Number   |  |
| 47-31-1000-3280-00   |  |
| Object Code  | Allowable Use  |
| 330 - Professional Employee Training<br>and Development Services     | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
|  | NO - this item is not marked for Learning<br><u>Account Number</u><br>47-31-1000-3280-00<br><b>Object Code</b><br>330 - Professional Employee Training |

The primary goals for USD 480's personalized learning instruction is to promote enhancements in educator practice specifically to address the learning loss suffered by the students as a result of the COVID-19 pandemic. We are currently in year 1 of a 3 year personalized learning project with Education Elements. This line item supports the following outcomes for years 2 and 3:

-Assessing personalized learning implementation and providing recommendations for improvement

-Adjusting and aligning instruction and support for personalized learning

-Targeted professional development

-Implementation of an equity by design framework to assist administrators and staff in providing responsive support.

Education Elements will provide monthly leadership calls, onsite professional development in the fall and spring based on assessment of implementation fidelity and student learning performance, capacity building training for administrators to support personalized learning implementation, and district leadership team strategy sessions.

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0       |               |
| Budgeted Expenditures in SFY 2023 | \$157,600 |               |
| Budgeted Expenditures in SFY 2024 | \$157,600 | <u>Status</u> |
| Total Expenditures                | \$315,200 | Approved      |
| Line Item Comment from KSDE       |           |               |
| Line Item ID: 480-3-0095          |           |               |

| Allocation Type                | <u>Is this Item for the 20% Minimuim</u>          | Learning Loss Set Aside Expenditure                                  |  |
|--------------------------------|---|--|--|
| Direct Allocation              | NO - this item is not marked for Lear             | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
| Account Name                   | Account Number                                    | Account Number   |  |
| Certified Instructional        | 47-31-1000-1110-00                                |  |  |
| Function Code                  | Object Code                                       | Allowable Use  |  |
| 1000 - Instruction             | 110 - Regular Certified Salaries                  | 16 - Other activities necessary to                                   |  |
|                                |   | maintain LEA operations and services and employ existing LEA staff.  |  |
| Please describe the expenditur | res within the account and how they will addr     | ress a COVID-19 need   |  |
|                                | ncentive pay to retain employees in all categorie | es which include approximately 400 Certified,                        |  |
| 5                              | tive staff members. COVID19 has impacted the      | district's ability to attract and retain staff.                      |  |

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$0       |
| Budgeted Expenditures in SFY 2023 | \$500,213 |
| Budgeted Expenditures in SFY 2024 | \$250,397 |
| Total Expenditures                | \$750,610 |

## <u>Status</u> Approved

| Line Item ID: 480-3-0096 |  |  |  |
|--------------------------|--|--|--|
| Allocation Type          | Is this Item for the 20% Minimuim Lea    | arning Loss Set Aside Expenditure  |  |
| Direct Allocation        | NO - this item is not marked for Learnin | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
| Account Name             | Account Number                           |  |  |
| Classified Instructional | 47-31-1000-1222-00                       |  |  |
| Function Code            | Object Code                              | Allowable Use  |  |
| 1000 - Instruction       | 122 - Part-Time Non-Certified Salaries   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |

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

The District is seeking retention incentive pay to retain employees in all categories which include approximately 400 Certified, 400 Classified and 30 Administrative staff members. COVID19 has impacted the district's ability to attract and retain staff. Retaining staff at all levels is critical to providing services to students. A \$1,000 retention incentive will be paid each semester to all staff eligible as determined by date of hire and date still employed.

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$0       |
| Budgeted Expenditures in SFY 2023 | \$468,638 |
| Budgeted Expenditures in SFY 2024 | \$234,243 |
| Total Expenditures                | \$702,881 |

<u>Status</u> Approved

| ne Item ID: 480-3-0097  |   |  |
|---|---|--|
| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |  |
| Direct Allocation   | NO - this item is not marked for Lear   | ning Loss Set Aside Expenditure  |
| Account Name  | Account Number  |  |
| Certified Adminsitrative  | 47-31-2400-1110-00  |  |
| Function Code   | Object Code   | Allowable Use  |
| 2400 - Support Services (School<br>Administration)  | 110 - Regular Certified Salaries  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.   |
| Please describe the expanditures with   | in the account and how they will addr   | ess a COVID-19 need  |
| determined by date of hire and date still   | employed.   | be paid each semester to all staff eligible a  |
| Budgeted Expenditures in SFY 2021   | \$0<br>\$0  |  |
| Budgeted Expenditures in SFY 2022   | \$0<br>\$27 027   |  |
| Budgeted Expenditures in SFY 2023   | \$80,737  | <b>c</b>   |
|   |   |  |
| Total Expenditures  | \$40,387<br>\$121,124   | <u>Status</u><br>Approved  |
| Budgeted Expenditures in SFY 2024 Total Expenditures ne Item ID: 480-3-0098 Allocation Type Direct Allocation   | \$121,124<br>Is this Item for the 20% Minimuim  | Approved   |
| Total Expenditures ne Item ID: 480-3-0098 Allocation Type Direct Allocation   | \$121,124<br><b>Is this Item for the 20% Minimuim</b><br>NO - this item is not marked for Lear  | Approved   |
| Total Expenditures ne Item ID: 480-3-0098 Allocation Type   | \$121,124<br>Is this Item for the 20% Minimuim  | Approved   |
| Total Expenditures ne Item ID: 480-3-0098 Allocation Type Direct Allocation Account Name Classified Administrative  | \$121,124<br><b>Is this Item for the 20% Minimuim</b><br>NO - this item is not marked for Lear<br><b>Account Number</b><br>47-31-2400-1211-00   | Approved   |
| Total Expenditures ne Item ID: 480-3-0098 Allocation Type Direct Allocation Account Name  | \$121,124<br><b>Is this Item for the 20% Minimuim</b><br>NO - this item is not marked for Lear<br><u>Account Number</u>   | Approved  Learning Loss Set Aside Expenditure ning Loss Set Aside Expenditure Allowable Use  |
| Total Expenditures ne Item ID: 480-3-0098 Allocation Type Direct Allocation Account Name Classified Administrative Function Code 2400 - Support Services (School Administration)  | \$121,124<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>47-31-2400-1211-00<br>Object Code  | Approved          Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         s         Allowable Use         s         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.   |
| Total Expenditures ne Item ID: 480-3-0098 Allocation Type Direct Allocation Account Name Classified Administrative Function Code 2400 - Support Services (School Administration) Please describe the expenditures with Retention incentive pay to retain employ   | \$121,124<br><b>Is this Item for the 20% Minimuim</b><br>NO - this item is not marked for Lear<br><b>Account Number</b><br>47-31-2400-1211-00<br><b>Object Code</b><br>121 - Full-Time Non-Certified Salaries<br><b>in the account and how they will addr</b><br>yees. COVID19 has impacted the district's<br>udents. A \$1,000 retention incentive will                            | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         s       16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         ess a COVID-19 need         s ability to attract and retain staff. Retaining |
| Total Expenditures Ine Item ID: 480-3-0098 Allocation Type Direct Allocation Account Name Classified Administrative Function Code 2400 - Support Services (School Administration) Please describe the expenditures with Retention incentive pay to retain employ staff is critical to providing services to studetermined by date of hire and date still  | \$121,124<br><b>Is this Item for the 20% Minimuim</b><br>NO - this item is not marked for Lear<br><b>Account Number</b><br>47-31-2400-1211-00<br><b>Object Code</b><br>121 - Full-Time Non-Certified Salaries<br><b>in the account and how they will addr</b><br>yees. COVID19 has impacted the district's<br>udents. A \$1,000 retention incentive will                            | Approved          Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         s         Allowable Use         s         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.   |
| Total Expenditures ne Item ID: 480-3-0098 Allocation Type Direct Allocation Account Name Classified Administrative Function Code 2400 - Support Services (School Administration) Please describe the expenditures with Retention incentive pay to retain employ staff is critical to providing services to sta  | \$121,124<br><b>Is this Item for the 20% Minimuim</b><br>NO - this item is not marked for Lear<br><b>Account Number</b><br>47-31-2400-1211-00<br><b>Object Code</b><br>121 - Full-Time Non-Certified Salaries<br><b>in the account and how they will addr</b><br>yees. COVID19 has impacted the district's<br>udents. A \$1,000 retention incentive will<br>employed.               | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         s       16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         ess a COVID-19 need         s ability to attract and retain staff. Retaining |
| Total Expenditures Total Expenditures ne Item ID: 480-3-0098 Allocation Type Direct Allocation Account Name Classified Administrative Function Code 2400 - Support Services (School Administration) Please describe the expenditures with Retention incentive pay to retain employ staff is critical to providing services to stu determined by date of hire and date still Budgeted Expenditures in SFY 2021                                   | \$121,124<br><b>Is this Item for the 20% Minimuim</b><br>NO - this item is not marked for Lear<br><b>Account Number</b><br>47-31-2400-1211-00<br><b>Object Code</b><br>121 - Full-Time Non-Certified Salaries<br><b>in the account and how they will addr</b><br>vees. COVID19 has impacted the district's<br>udents. A \$1,000 retention incentive will<br>employed.<br>\$0        | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         s       16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         ess a COVID-19 need         s ability to attract and retain staff. Retaining |
| Total Expenditures Total Expenditures ne Item ID: 480-3-0098 Allocation Type Direct Allocation Account Name Classified Administrative Function Code 2400 - Support Services (School Administration) Please describe the expenditures with Retention incentive pay to retain employ staff is critical to providing services to stu determined by date of hire and date still Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$121,124<br><b>Is this Item for the 20% Minimuim</b><br>NO - this item is not marked for Lear<br><b>Account Number</b><br>47-31-2400-1211-00<br><b>Object Code</b><br>121 - Full-Time Non-Certified Salaries<br><b>in the account and how they will addr</b><br>yees. COVID19 has impacted the district's<br>udents. A \$1,000 retention incentive will<br>employed.<br>\$0<br>\$0 | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         s       16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         ess a COVID-19 need         s ability to attract and retain staff. Retaining |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |
| Account Name   | Account Number  |  |
| Classified Non Instructional   | 47-31-2600-1214-00  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)   | 121 - Full-Time Non-Certified Salaries                                | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |
| Transportation)       and employ existing LEA staff.         Please describe the expenditures within the account and how they will address a COVID-19 need         Retention incentive pay to retain employees. COVID19 has impacted the district's ability to attract and retain staff. Retaining |   |  |

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.

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0       |               |
| Budgeted Expenditures in SFY 2023 | \$532,867 |               |
| Budgeted Expenditures in SFY 2024 | \$266,193 | <u>Status</u> |
| Total Expenditures                | \$799,060 | Approved      |

| Allocation Type                | Is this Item for the 20% Min | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |
|--------------------------------|------------------------------|---|--|
| Direct Allocation              | NO - this item is not marked | NO - this item is not marked for Learning Loss Set Aside Expenditure                  |  |
| Account Name                   | Account Number               |   |  |
| Instructional Supplies - Books | 47-27-1000-6410-00           |   |  |
| Function Code                  | Object Code                  | Allowable Use   |  |
| 1000 - Instruction             | 641 - Books                  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |

| \$0       |                         |
|-----------|-------------------------|
| \$0       |                         |
| \$100,000 |                         |
| \$0       | <u>Status</u>           |
| \$100,000 | Approved                |
|           |                         |
| -         | \$0<br>\$100,000<br>\$0 |

| Allocation Type                | Is this Item for the 20% Min | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |
|--------------------------------|------------------------------|---|--|
| Direct Allocation              | NO - this item is not marked | NO - this item is not marked for Learning Loss Set Aside Expenditure                  |  |
| Account Name                   | Account Number               |   |  |
| Instructional Supplies - Books | 47-07-1000-6410-00           |   |  |
| Function Code                  | Object Code                  | Allowable Use   |  |
| 1000 - Instruction             | 641 - Books                  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0       |               |
| Budgeted Expenditures in SFY 2023 | \$100,000 |               |
| Budgeted Expenditures in SFY 2024 | \$0       | <u>Status</u> |
| Total Expenditures                | \$100,000 | Approved      |
|                                   |           |               |
| Line Item ID: 480-3-0102          |           |               |

| Allocation Type                | <u>Is this Item for the 20% Mi</u> | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|--------------------------------|------------------------------------|---|--|--|
| Direct Allocation              | NO - this item is not marked       | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name                   | Account Number                     | Account Number  |  |  |
| Instructional Supplies - Books | 47-11-1000-6410-00                 |   |  |  |
| Function Code                  | Object Code                        | Allowable Use   |  |  |
| 1000 - Instruction             | 641 - Books                        | 12 - Addressing learning loss among students, including vulnerable    |  |  |
|                                |                                    | populations.  |  |  |

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0       |               |
| Budgeted Expenditures in SFY 2023 | \$100,000 |               |
| Budgeted Expenditures in SFY 2024 | \$0       | <u>Status</u> |
| Total Expenditures                | \$100,000 | Approved      |
|                                   |           |               |
| Line Item ID: 480-3-0103          |           |               |

| Allocation Type                | <u>Is this Item for the 20% M</u> | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|--------------------------------|-----------------------------------|---|--|--|
| Direct Allocation              | NO - this item is not marked      | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name                   | Account Number                    | Account Number  |  |  |
| Instructional Supplies - Books | 47-08-1000-6410-00                | 47-08-1000-6410-00  |  |  |
| Function Code                  | Object Code                       | Allowable Use   |  |  |
| 1000 - Instruction             | 641 - Books                       | 12 - Addressing learning loss among                                   |  |  |
|                                |                                   | students, including vulnerable<br>populations.                        |  |  |

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0       |               |
| Budgeted Expenditures in SFY 2023 | \$100,000 |               |
| Budgeted Expenditures in SFY 2024 | \$0       | <u>Status</u> |
| Total Expenditures                | \$100,000 | Approved      |
|                                   |           |               |
| Line Item ID: 480-3-0104          |           |               |

| Allocation Type                | Is this Item for the 20% Mi  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |  |
|--------------------------------|------------------------------|---|--|--|
| Direct Allocation              | NO - this item is not marked | NO - this item is not marked for Learning Loss Set Aside Expenditure                  |  |  |
| Account Name                   | Account Number               | Account Number  |  |  |
| Instructional Supplies - Books | 47-28-1000-6410-00           | 47-28-1000-6410-00  |  |  |
| Function Code                  | Object Code                  | Allowable Use   |  |  |
| 1000 - Instruction             | 641 - Books                  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0       |               |
| Budgeted Expenditures in SFY 2023 | \$100,000 |               |
| Budgeted Expenditures in SFY 2024 | \$0       | <u>Status</u> |
| Total Expenditures                | \$100,000 | Approved      |
|                                   |           |               |
| Line Item ID: 480-3-0105          |           |               |

| Allocation Type        |   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |  |
|------------------------|---|---|--|--|
| Direct Allocation      | NO - this item is not marked for Learni | NO - this item is not marked for Learning Loss Set Aside Expenditure                  |  |  |
| Account Name           | Account Number                          | Account Number  |  |  |
| Supplies-Instructional | 47-10-1000-6190-00                      | 47-10-1000-6190-00  |  |  |
| Function Code          | Object Code                             | Allowable Use   |  |  |
| 1000 - Instruction     | 619 - Other Supplies and Materials      | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |

The parents of Pre-K students in Liberal, KS where challenged with caring for their children at home during the COVID-19 pandemic without the essential services they relied on the District to provide. As a Title I school district with a high percentage of at-risk youth, the District has recognized the importance of addressing learning loss at a very young age. This line item is for the purchase of Get Set for School, which is a research proven and expert backed pre-k program to develop the foundational skills and track overall academic success of students with a scaffolded approach to instruction, new lessons and concepts that engage students in a hands-on manner with purposeful play, active engagement and custom manipulatives.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$85,696 |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| –<br>Total Expenditures           | \$85,696 | Approved      |
|                                   |          |               |
| Line Item ID: 480-3-0106          |          |               |

## **Allocation Type**

**Direct Allocation** 

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

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

## Account Name

**Computer Related Equipment-Audio** Visual

## Account Number

47-31-1000-7340-00

#### **Function Code Object Code** Allowable Use 1000 - Instruction

734 - Technology -Related Hardware

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

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

The COVID-19 pandemic is prompting many school districts to abruptly and comprehensively adopt online learning, remote learning, and other activities to help contain the spread of the virus. A wide range of new applications and technologies to support student success are now available and may prove invaluable to help students adapt to fully remote learning. This line item is for Interactive display technology which is a wall mounted electronic panel (like a flat screen tv) that can function as a simple whiteboard or interact as a computer. SMART displays work with UVC webcams, Zoom, Google Meet<sup>™</sup>, Microsoft Teams<sup>™</sup> and more. You can share screens in these applications and enhance remote learning with digital ink and lesson-delivery tools (like Spotlight) to focus students' attention. This technology can be used in every classroom, interacts with student laptops and transitions well to remote learning. The technology behind the interactive display integrates the teachers whiteboard device with student computing devices providing access, interaction and communication (even in remote learning situations and in support of social distancing)

| Budgeted Expenditures in SFY 2021        | \$0         |  |
|--|-------------|--|
| Budgeted Expenditures in SFY 2022        | \$1,393,974 |  |
| <b>Budgeted Expenditures in SFY 2023</b> | \$0         |  |
| <b>Budgeted Expenditures in SFY 2024</b> | \$0         |  |
| Total Expenditures                       | \$1,393,974 |  |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type                     | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|-------------------------------------|---|--|--|
| Direct Allocation                   | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name                        | <u>Account Number</u>   |  |  |
| Heating and Cooling System Services | 47-02-4700-7230-00  |  |  |
| Function Code                       | Object Code   | Allowable Use  |  |
| 4700 - Building Improvements        | 723 - Heating and Cooling System                                      | 14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air<br>quality in school facilities. |  |

As closed environments, buildings have become sites of rapid COVID-19 transmission. An important approach to lowering the concentrations of indoor air pollutants or contaminants including any viruses that may be in the air is to increase ventilation – the amount of outdoor air coming indoors. Ensuring proper ventilation with outside air can help reduce the concentration of airborne contaminants, including viruses, indoors. This line item is for a capital project that includes the design and installation of dedicated outside air supply HVAC equipment to ensure the facility systems are exchanging air at appropriate levels, per ASHRAE standards and guidelines. This project will furnish and replace 34 existing HVAC units with new units capable of bringing in fresh air and providing adequate circulation.

| Budgeted Expenditures in SFY 2021                                 | \$0         |               |
|---|-------------|---------------|
| Budgeted Expenditures in SFY 2022                                 | \$O         |               |
| Budgeted Expenditures in SFY 2023                                 | \$1,700,000 |               |
| Budgeted Expenditures in SFY 2024                                 | \$0         | <u>Status</u> |
| Total Expenditures  | \$1,700,000 | Approved      |
| Line Item Comment from KSDE<br>Allowable if meets CDC guidelines. |             |               |
|   |             |               |
| Line Item ID: 480-3-0110  |             |               |

| Allocation Type              |  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                                  |  |  |  |
|------------------------------|--|--|--|--|--|
| Direct Allocation            | NO - this item is not marked for Learn | NO - this item is not marked for Learning Loss Set Aside Expenditure                                   |  |  |  |
| Account Name                 | Account Number                         |  |  |  |  |
| Heating and Cooling System   | 47-31-4700-7230-00                     | 47-31-4700-7230-00   |  |  |  |
| Function Code                | Object Code                            | Allowable Use  |  |  |  |
| 4700 - Building Improvements | 723 - Heating and Cooling System       | 14 - Inspection, testing, maintenance,   |  |  |  |
|                              |  | repair, replacement and upgrade<br>projects to improve the indoor air<br>quality in school facilities. |  |  |  |

As closed environments, buildings have become sites of rapid COVID-19 transmission. An important approach to lowering the concentrations of indoor air pollutants or contaminants including any viruses that may be in the air is to increase ventilation – the amount of outdoor air coming indoors. Ensuring proper ventilation with outside air can help reduce the concentration of airborne contaminants, including viruses, indoors. This line item is for a capital project that includes the design and installation of additional air handling equipment to improve air circulation and indoor air quality. This line item is for a capital project to reconfigure existing HVAC systems to improve indoor air quality at the Prairie View, Meadowlark, and MacArthur Elementary Schools who serve grades k-5.

| Budgeted Expenditures in SFY 2021                                 | \$0       |               |
|---|-----------|---------------|
| Budgeted Expenditures in SFY 2022                                 | \$0       |               |
| Budgeted Expenditures in SFY 2023                                 | \$300,000 |               |
| Budgeted Expenditures in SFY 2024                                 | \$0       | <u>Status</u> |
| Total Expenditures  | \$300,000 | Approved      |
| Line Item Comment from KSDE<br>Allowable if meets CDC guidelines. |           |               |
| Line Item ID: 480-3-0111  |           |               |

| Allocation Type                     | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|-------------------------------------|---|--|--|
| Direct Allocation                   | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name                        | Account Number  |  |  |
| Heating and Cooling System Services | 47-31-4700-4530-00  |  |  |
| Function Code                       | Object Code   | Allowable Use  |  |
| 4700 - Building Improvements        | 453 - Heating and Cooling System Services                             | 14 - Inspection, testing, maintenance, repair, replacement and upgrade |  |
|                                     |   | projects to improve the indoor air quality in school facilities.       |  |

As closed environments, buildings have become sites of rapid COVID-19 transmission. An important approach to lowering the concentrations of indoor air pollutants or contaminants including any viruses that may be in the air is to increase ventilation – the amount of outdoor air coming indoors. Ensuring proper ventilation with outside air can help reduce the concentration of airborne contaminants, including viruses, indoors. This line item is for PROFESSIONAL SERVICES ONLY or Seymour Rogers and Eisenhower Middle Schools, grades 6-8, to recommission the existing HVAC system to improve indoor air quality.

| 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       | <u>Status</u> |  |
| Total Expenditures                 | \$100,000 | Approved      |  |
| Line Item Comment from KSDE        |           |               |  |
| Allowable if meets CDC guidelines. |           |               |  |
| Line Item ID: 480-3-0112           |           |               |  |

| Allocation Type        | <u>Is this Item for the 20% Minimuim L</u> | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |  |
|------------------------|--|---|--|--|
| Direct Allocation      | YES - this item is marked for Learning     | YES - this item is marked for Learning Loss Set Aside Expenditure                     |  |  |
| Account Name           | Account Number                             | Account Number  |  |  |
| Supplies-Instructional | 47-31-1000-6190-00                         | 47-31-1000-6190-00  |  |  |
| Function Code          | Object Code                                | Allowable Use   |  |  |
| 1000 - Instruction     | 619 - Other Supplies and Materials         | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |

The Covid pandemic brought to light significant learning challenges for families of ELLs that resulted in academic and achievement gaps. Some of those challenges included a lack of access to digital devices and internet connectivity; families limited capacity to support online learning; school and family language barriers; and inadequate online learning resources and training for teachers. The school closures resulted in significant issues to provide a robust academic curriculum for ELLs. Every student learns differently and having to adapt to a hybrid and online learning environment was a challenge for many students, specifically ELLs. This line item is for the purchase of iLit targeting secondary English language learners to help them as they try to recover from COVID related learning loss. This program uses assessment paired with progress monitoring to target instruction and set goals for students based on instructional needs.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$87,000 |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| Total Expenditures                | \$87,000 | Approved      |
|                                   |          |               |
| Line Item ID: 480-3-0113          |          |               |

| Allocation Type        | Is this Item for the 20% Minimuim L    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                 |  |  |  |
|------------------------|--|---|--|--|--|
| Direct Allocation      | YES - this item is marked for Learning | YES - this item is marked for Learning Loss Set Aside Expenditure                     |  |  |  |
| Account Name           | Account Number                         | Account Number  |  |  |  |
| Supplies-Instructional | 47-31-1000-6190-00                     | 47-31-1000-6190-00  |  |  |  |
| Function Code          | Object Code                            | Allowable Use   |  |  |  |
| 1000 - Instruction     | 619 - Other Supplies and Materials     | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |  |

Purchase of Student Home Learning kits targeting students disproportionately impacted by the pandemic and who suffered the most due to lost instructional time and a lack of preparedness for remote learning. The Home Learning Kits will be targeted for and especially benefit students from low income families, students of color, English learners, children with disabilities, migratory students, students in foster care and students experiencing homelessness. Kits will be appropriately designed for each level of student. The number of students to serve is estimated to be between 250 -350 each year district wide. The kits will be based on individual needs and could include the following: Horizons Math Manipulatives Kit for Grades K - 3, Elementary Mathematics Manipulatives Kit Grades K-5, LIFEPAC Grade 11 Manipulatives Kit, Tools of the Mind Kindergarten Math and/or Literacy Kit, and Lakeshore Learning Science Activity Tubs Grades 1-3. These kits include engaging, standards based activities covering core curriculum areas such as math, language, science, social studies and arts & crafts.

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0       |               |
| Budgeted Expenditures in SFY 2023 | \$200,000 |               |
| Budgeted Expenditures in SFY 2024 | \$200,000 | <u>Status</u> |
| Total Expenditures                | \$400,000 | 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 |
|---------|-----------|-------------|
| Current | Directory | momation    |

| <u>District</u>     | <u>Address</u>   | <u>Mail Address</u>                           |
|---------------------|--|---|
| Rural Vista         | 414 E Goodnow, White City, KS 668720098  | Box 98, White City, KS 668720098              |
| Superintendent Name | A 14 E Goodnow, White City, KS 666720096<br>Superintendent E-mail Address<br>dgriffiths@usd481.com | Superintendent Phone Number<br>(785) 349-2964 |

## **Authorized Representative of the District Information**

| Name                                   | Position of Title | <u>E-mail Address</u>                            | <u>Phone Number</u>        |
|--|-------------------|--|----------------------------|
| Trish Rhodes                           | Board Clerk       | trhodes@usd481.com                               | (785) 349-2964             |
| Other District Representative 1 - Name |                   | Other District Representative 1 - E-mail Address |                            |
| irice@usd481.com                       |                   | irice@usd481.com                                 |                            |
| Other District Representative 2 - Name |                   | Other District Representative                    | <u> 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.

http://usd481.org/wordpress1/wp-content/uploads/2021/08/ESSER-III-District-Opening-Plan-1.pdf

## Use of Funds for CDC Guidance

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

We will be cleaning and disinfecting all classrooms and common areas. Social distancing will be achieved with additional buses. Curriculum that is easily adapted between remote and in person learning will also be achieved with the use of these funds. Technology that will be provided for remote learners if they are required to quarantine. Students and staff health will be monitored with the additional hours allotted to the health nurse. Incentive pay will be used to retain staff as they continue in the challenging environment of Covid.

## **Stakeholder Engagement**

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

## Students

We have a student council at both of our high schools, Hope and White City. We also have an active FFA chapter and two National Honor Society chapters. These students were invited to a round table discussion to talk about the effects of COVID on them. During this discussion, students informed us that they are glad to be back into the classroom. They are also happy to not have to wear masks everyday. Some students mentioned the need for additional social and emotional support as they have suffered from sadness and seclusion during the pandemic. Students were surveyed during the round table discussion. Their responses indicated a need for social and emotional support.

## Families

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents are most interested in seeing the following items show up in our ESSER plan:

- 1. After school programs and activities
- 2. Summer school program
- 3. Consider the use of ESSER funds for the expansion of our curriculum offerings

You will see that these suggestions from parents are reflective in the plan we have developed.

## School and District Administrators including Special Education Administration

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district. 1. CKCIE has met monthly to discuss the needs of our special education students. We realize that they require additional support for learning loss and social-emotional needs.

2. The local administration sees the need for incentives for faculty and staff who have gone above and beyond for our students during this COVID pandemic. The stress has taken its toll on our staff. It has caused a higher turnover in staff than in previous years. Therefore, the incentives would be used to retain existing staff members.

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

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration, and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

- 1. Incentives to remain in the teaching profession.
- 2. The need for additional curriculum to close the learning gap caused by the COVID pandemic.
- 3. Additional after school or summer programs

4. Teachers indicated that the stress involved in dealing with Covid is driving teachers out of the profession and there is a need to entice teachers to remain in the profession.

5. Teachers indicated on the survey that there is a need for additional curriculum to help deal with the social-emotional needs of students.

## Tribes

Our student information system indicated that we had one family from a Native American tribe. When we surveyed that family, they responded with the following suggestions:

- 1. Additional instructional materials and resources
- 2. Offering additional extra-curricular activities
- 3. Offering more professional development to support teacher growth
- 4. Facility upgrades to support student health needs

We also sent surveys to the Kickapoo Tribe of Kansas as well as the Sac and Fox Nation of Missouri in Kansas and Nebraska. Neither tribe responded to our request for feedback.

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

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

1. We emailed our survey to the Kansas Action for Children on April 19, 2022; but we received no response.

2. We emailed our survey to the Disability Rights Center of Kansas on April 19, 2022; but we received no response. Here is a link to the survey that we sent to the aforementioned groups:

https://docs.google.com/forms/d/e/1FAIpQLSdcXh2\_hmfVhkUJWaQ11gVNXuVmZAWVB1p\_hvNmsajNC\_Elwg/viewform?usp=sf\_link

While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit all populations of our students.

- 1. After school program
- 2. Summer school program

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

We reached out to the following organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to various subgroups:

1. We emailed our survey to Saint Francis on April 19, 2022; but we received no response.

2. We emailed our survey to the Disability Rights Center of Kansas on April 19, 2022; but we received no response.

Here is a link to the survey that we sent to the aforementioned groups:

https://docs.google.com/forms/d/e/1FAIpQLSds-IARGTP4U3Mo0\_05I0BWTdtMag\_I9sqv34Y6w3mG7vRYqg/viewform? usp=sf\_link

While we did not hear back from anyone, we have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have engaged in focus group conversations. Through these conversations, it was clear that the following supports were most needed.

- 1. After school program
- 2. Summer school program

3. The District does not have any students that are English learners, homeless, in foster care, migrant, incarcerated, or otherwise identified as being underserved.

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

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration, and district patrons. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

- 1. Incentives to remain in the teaching profession.
- 2. The need for additional curriculum to close the learning gap caused by the COVID pandemic.
- 3. Additional after school or summer programs
- 4. Additional buses to transport students in a safe manner with social distancing in place
- 5. Full-time substitute teachers to ensure that classroom learning continues in the absence of the teacher
- 6. The public was invited to participate by way of survey.

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

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

All students were impacted during the period of time when students were not allowed to have in person instruction. The impact was not only academic but also social emotional. The impact has been on all students in any of the above mentioned population.

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

Esser funds will be used to provide education for summer school students and afterschool programs to assist students who have shown deficiencies due to loss of in person instruction due to Covid.

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

USD 481 will reserve Esser funds to provide summer school and afterschool programs for students who are in foster care or who are identified as homeless.

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

USD 481 ensures that all students including those students of color, low income families, English learners, children with disabilities, homelessness, foster care and migratory students will be provided with the resources necessary using Esser funds to provide additional instruction time and provide socially emotional help for all students.

## Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$541,862                | \$0                | \$541,862               | ESSER III Allocations | \$108,373   |
| Approved Total        | \$244,098                | \$0                | \$244,098               | Approved Total        | \$0         |
| Amount Left           | \$297,764                | \$0                | \$297,764               | Amount Still Needed   | \$108,373   |
| In Review Total       | \$88,750                 | \$0                | \$88,750                | In Review Total       | \$0         |
| Amount Left           | \$209,014                | \$0                | \$209,014               | Amount Still Needed   | \$108,373   |

## Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 481-3-0016 | Direct             | False            | 1000             | 151            | 16               | \$25,500           | Task Force Review |
| 481-3-0017 | Direct             | False            | 2190             | 120            | 16               | \$750              | Task Force Review |
| 481-3-0018 | Direct             | False            | 3100             | 150            | 16               | \$4,000            | Task Force Review |
| 481-3-0019 | Direct             | False            | 2400             | 150            | 16               | \$10,500           | Task Force Review |
| 481-3-0020 | Direct             | False            | 2700             | 150            | 16               | \$3,000            | Task Force Review |
| 481-3-0021 | Direct             | False            | 2200             | 150            | 16               | \$1,500            | Task Force Review |
| 481-3-0022 | Direct             | False            | 2134             | 150            | 16               | \$3,000            | Task Force Review |
| 481-3-0024 | Direct             | False            | 2134             | 120            | 2                | \$25,500           | Task Force Review |
| 481-3-0025 | Direct             | False            | 2610             | 600            | 7                | \$15,000           | Task Force Review |
| 481-3-0003 | Direct             | False            | 2600             | 120            | 2                | \$74,618           | Approved          |
| 481-3-0004 | Direct             | False            | 2700             | 730            | 16               | \$83,980           | Approved          |
| 481-3-0006 | Direct             | False            | 1000             | 151            | 16               | \$51,000           | Approved          |
| 481-3-0007 | Direct             | False            | 2600             | 150            | 16               | \$9,000            | Approved          |
| 481-3-0008 | Direct             | False            | 2200             | 150            | 16               | \$1,500            | Approved          |
| 481-3-0009 | Direct             | False            | 2300             | 150            | 16               | \$4,500            | Approved          |
| 481-3-0010 | Direct             | False            | 3100             | 150            | 16               | \$6,000            | Approved          |
| 481-3-0011 | Direct             | False            | 2400             | 150            | 16               | \$3,000            | Approved          |
| 481-3-0012 | Direct             | False            | 2700             | 150            | 16               | \$6,000            | Approved          |
| 481-3-0013 | Direct             | False            | 2200             | 150            | 16               | \$3,000            | Approved          |
| 481-3-0014 | Direct             | False            | 2134             | 150            | 16               | \$1,500            | Approved          |

## Line Item Details

| Direct Allocation   | NO - this item is not marked for Learnin   | a Loss Set Aside Expenditure   |
|---|--|--|
| Account Name  | Account Number   | 5 ···· · · · · · · · · · · · · · · · ·   |
|   |  |  |
| Incentives for retaining teachers   | 07-00-1000-151-00  |  |
| Function Code   | Object Code  | Allowable Use  |
| 1000 - Instruction  | 151 - Additional compensation paid to teachers   | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| •   | in the account and how they will address   | a COVID-19 need  |
| Retention to help maintain the operatior  | <b>in the account and how they will address</b><br>n and continued support to employ exisiting<br>nt at the start of application. Have 30 teache | a COVID-19 need<br>staff during thies challenging times due  |
| Retention to help maintain the operation<br>to covid. Didn't calculate the right amou   | n and continued support to employ exisiting  | a COVID-19 need<br>staff during thies challenging times due  |
| Retention to help maintain the operation<br>to covid. Didn't calculate the right amou<br>for whole district   | n and continued support to employ exisiting<br>nt at the start of application. Have 30 teache  | a COVID-19 need<br>staff during thies challenging times due  |
| Retention to help maintain the operation<br>to covid. Didn't calculate the right amou<br>for whole district<br>Budgeted Expenditures in SFY 2021                                      | n and continued support to employ exisiting<br>nt at the start of application. Have 30 teache<br>\$8,500   | a COVID-19 need<br>staff during thies challenging times due  |
| Retention to help maintain the operation<br>to covid. Didn't calculate the right amou<br>for whole district<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | n and continued support to employ exisiting<br>nt at the start of application. Have 30 teacher<br>\$8,500<br>\$8,500                             | a COVID-19 need<br>staff during thies challenging times due  |

| <u>Allocation Type</u><br>Direct Allocation   | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni  | •   |
|---|--|---|
|   |  | ng Loss Set Aside Experiature   |
| Account Name  | Account Number   |   |
| Retention for IT personnel  | Addition compensation  |   |
| Function Code   | Object Code  | Allowable Use   |
| 2190 - Other Support Services -   | 120 - Regular Non-Certified Salaries   | 16 - Other activities necessary to  |
| Student   |  | maintain LEA operations and services and employ existing LEA staff.                         |
| Incentives to help maintain the operation   |  | ting staff during these challenging times. 1  |
| Incentives to help maintain the operation<br>person for district. didn't figure out the r<br>2200 and the object code is 150.   | n and continued support to employee exis   | ting staff during these challenging times. 1  |
| Incentives to help maintain the operation<br>person for district. didn't figure out the r<br>2200 and the object code is 150.<br>Budgeted Expenditures in SFY 2021  | n and continued support to employee exis<br>ight amount at the beginning of the applic   | ting staff during these challenging times. 1  |
| Incentives to help maintain the operation<br>person for district. didn't figure out the r<br>2200 and the object code is 150.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | n and continued support to employee exis<br>ight amount at the beginning of the applic<br>\$0                                    | ting staff during these challenging times. 1  |
| Incentives to help maintain the operation<br>person for district. didn't figure out the r<br>2200 and the object code is 150.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | n and continued support to employee exis<br>ight amount at the beginning of the applic<br>\$0<br>\$250                           |   |
| Incentives to help maintain the operation person for district. didn't figure out the r  | n and continued support to employee exis<br>ight amount at the beginning of the applic<br>\$0<br>\$250<br>\$250                  | ting staff during these challenging times. 1<br>cation. need to change the function code to |
| Incentives to help maintain the operation<br>person for district. didn't figure out the r<br>2200 and the object code is 150.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures | n and continued support to employee exis<br>ight amount at the beginning of the appli<br>\$0<br>\$250<br>\$250<br>\$250<br>\$250 | ting staff during these challenging times. 1<br>cation. need to change the function code to |
| Incentives to help maintain the operation<br>person for district. didn't figure out the r<br>2200 and the object code is 150.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024                       | n and continued support to employee exis<br>ight amount at the beginning of the appli<br>\$0<br>\$250<br>\$250<br>\$250          | ting staff during these challenging times. 1<br>cation. need to change the function code to |

| Allocation Type   | Is this Item for the 20% Minimuim     | Learning Loss Set Aside Expenditure  |
|---|---------------------------------------|--|
| Direct Allocation   | NO - this item is not marked for Lear | ning Loss Set Aside Expenditure  |
| Account Name  | Account Number                        |  |
| Incentives for food service to retain   | 07-00-3100-120-00                     |  |
| Function Code   | Object Code                           | Allowable Use  |
| 3100 - Food Service Operations  | 150 - Additional Compensation         | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |
| Please describe the expenditures withi  | in the account and how they will addr | ess a COVID-19 need  |
| Incentives to help maintain the operatior<br>times. Food service - 4 staff members for<br>additional.<br>2 at each school in our district |                                       | ing staff during these challenging Covid<br>ention correctly at the beginning so this is                     |
| Budgeted Expenditures in SFY 2021   | \$1,000                               |  |
| Budgeted Expenditures in SFY 2022   | \$1,000                               |  |
| Budgeted Expenditures in SFY 2023   | \$1,000                               |  |
| Budgeted Expenditures in SFY 2024   | \$1,000                               | <u>Status</u>  |
| Total Expenditures  | \$4,000                               | Task Force Review  |
| Line Item Comment from KSDE   |                                       |  |
| New Line Item   |                                       |  |
| Line Item ID: 481-3-0019  |                                       |  |

| Direct Allocation                                  | NO - this item is not marked for Lear | ning Loss Set Aside Expenditure  |
|--|---------------------------------------|--|
| Account Name                                       | Account Number                        |  |
| Support services-incentives                        | 07-00-2400-150-00                     |  |
| Function Code                                      | Object Code                           | Allowable Use  |
| 2400 - Support Services (School<br>Administration) | 150 - Additional Compensation         | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |

# Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. Principal. Have 3 Principals. Asst Principal in White City and Principal/Superintendent in White City and 1 Principal at Hope Schools. Did not calculate the amounts correctly so this is an additional to another line item. This would also include the

admin secretaries at each school. 1 in Hope and 1 in White City

| Budgeted Expenditures in SFY 2021 | \$0      |                   |
|-----------------------------------|----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$1,500  |                   |
| Budgeted Expenditures in SFY 2023 | \$4,500  |                   |
| Budgeted Expenditures in SFY 2024 | \$4,500  | <u>Status</u>     |
| Total Expenditures                | \$10,500 | Task Force Review |
| Line Item Comment from KSDE       |          |                   |
| New Line Item                     |          |                   |

| 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 | <u>Status</u>     |
| Total Expenditures                | \$3,000 | Task Force Review |
| Line Item Comment from KSDE       |         |                   |
| New Line Item                     |         |                   |
| Line Item ID: 481-3-0021          |         |                   |

| Allocation Type   | Is this Item for the 20% Minimuim     | Learning Loss Set Aside Expenditure  |
|---|---------------------------------------|--|
| Direct Allocation   | NO - this item is not marked for Lear | ning Loss Set Aside Expenditure  |
| Account Name  | Account Number                        |  |
| Incentives for librarians   | 07-00-2200-150-00                     |  |
| Function Code   | Object Code                           | Allowable Use  |
| 2200 - Support Services (Instructional Staff)   | 150 - Additional Compensation         | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |
| Please describe the expenditures with   | in the account and how they will addr | ess a COVID-19 need  |
| Incentives to help maintain the operation times.2 Librarians. 1 in White City and 1 of application. |                                       | ing staff during these challenging Covid<br>use did not calculate correctly at beginning                     |

| Budgeted Expenditures in SFY 2021 | \$0     |                   |
|-----------------------------------|---------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$500   |                   |
| Budgeted Expenditures in SFY 2023 | \$500   |                   |
| Budgeted Expenditures in SFY 2024 | \$500   | <u>Status</u>     |
| Total Expenditures                | \$1,500 | Task Force Review |
| Line Item Comment from KSDE       |         |                   |
| New Line Item                     |         |                   |

| Allocation Type  | <u>Is this Item for the 20% Minimuim Le</u>  | <u>earning Loss Set Aside Expenditure</u>  |
|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learni  | ng Loss Set Aside Expenditure  |
| Account Name   | Account Number   |  |
| Retention for nurses   | 07-00-2134-150-00  |  |
| Function Code  | Object Code  | Allowable Use  |
| 2134 - Nursing Services  | 150 - Additional Compensation  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures withi   | n the account and how they will addres   | ss a COVID-19 need   |
|  | and continued support to employ existin<br>Hope and 1 in White City. they are working  | 5 5 5  |
| 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  | <u>Status</u>  |
| Total Expenditures   | \$3,000  | Task Force Review  |
| Line Item Comment from KSDE  |  |  |
| Line item comment from KSDE  |  |  |
| New Line Item  |  |  |
| New Line Item  |  |  |
| New Line Item  |  |  |
| New Line Item<br>ne Item ID: 481-3-0024  | Is this Item for the 20% Minimuim Le   | earning Loss Set Aside Expenditure   |
| New Line Item<br>ne Item ID: 481-3-0024<br>Allocation Type   | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni  | •  |
| New Line Item<br>ne Item ID: 481-3-0024<br>Allocation Type<br>Direct Allocation  |  | •  |
| New Line Item<br>ne Item ID: 481-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name  | NO - this item is not marked for Learni  | •  |
| New Line Item<br>ne Item ID: 481-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Extra hours for nurses  | NO - this item is not marked for Learni<br><u>Account Number</u><br>07-00-2134-120-00  | •  |
| New Line Item<br>ne Item ID: 481-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Extra hours for nurses<br>Function Code   | NO - this item is not marked for Learni<br>Account Number  | ng Loss Set Aside Expenditure  |
| New Line Item<br>ne Item ID: 481-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Extra hours for nurses<br>Function Code   | NO - this item is not marked for Learni<br><u>Account Number</u><br>07-00-2134-120-00<br><b>Object Code</b>  | ng Loss Set Aside Expenditure Allowable Use  |
| New Line Item Ine Item ID: 481-3-0024 Allocation Type Direct Allocation Account Name Extra hours for nurses Function Code 2134 - Nursing Services  | NO - this item is not marked for Learni<br><u>Account Number</u><br>07-00-2134-120-00<br><b>Object Code</b>  | ng Loss Set Aside Expenditure<br>Allowable Use<br>2 - Coordination of COVID-19 preparedness and response efforts.  |
| New Line Item<br>ne Item ID: 481-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Extra hours for nurses<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures withi  | NO - this item is not marked for Learni<br><u>Account Number</u><br>07-00-2134-120-00<br><b>Object Code</b><br>120 - Regular Non-Certified Salaries  | Allowable Use<br>2 - Coordination of COVID-19<br>preparedness and response efforts.<br>2 ss a COVID-19 need  |
| New Line Item<br>ne Item ID: 481-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Extra hours for nurses<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures withi  | NO - this item is not marked for Learni<br>Account Number<br>07-00-2134-120-00<br>Object Code<br>120 - Regular Non-Certified Salaries<br>n the account and how they will addres  | Allowable Use<br>2 - Coordination of COVID-19<br>preparedness and response efforts.<br>2 ss a COVID-19 need  |
| New Line Item<br>ne Item ID: 481-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Extra hours for nurses<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures withi<br>Helps contact tracing if needed, organize   | NO - this item is not marked for Learni<br>Account Number<br>07-00-2134-120-00<br>Object Code<br>120 - Regular Non-Certified Salaries<br>n the account and how they will addres  | Allowable Use<br>2 - Coordination of COVID-19<br>preparedness and response efforts.<br>2 ss a COVID-19 need  |
| New Line Item<br>ne Item ID: 481-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Extra hours for nurses<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures withi<br>Helps contact tracing if needed, organize<br>Budgeted Expenditures in SFY 2021  | NO - this item is not marked for Learni<br>Account Number<br>07-00-2134-120-00<br>Object Code<br>120 - Regular Non-Certified Salaries<br>n the account and how they will address<br>all the records of students, keep track of   | Allowable Use<br>2 - Coordination of COVID-19<br>preparedness and response efforts.<br>2 ss a COVID-19 need  |
| New Line Item<br>ne Item ID: 481-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Extra hours for nurses<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures withi<br>Helps contact tracing if needed, organize<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | NO - this item is not marked for Learni<br>Account Number<br>07-00-2134-120-00<br>Object Code<br>120 - Regular Non-Certified Salaries<br>n the account and how they will address<br>all the records of students, keep track of 1<br>\$5,500                                | Allowable Use<br>2 - Coordination of COVID-19<br>preparedness and response efforts.<br>2 ss a COVID-19 need  |
| New Line Item<br>ne Item ID: 481-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Extra hours for nurses<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures withi<br>Helps contact tracing if needed, organize<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | NO - this item is not marked for Learni<br>Account Number<br>07-00-2134-120-00<br>Object Code<br>120 - Regular Non-Certified Salaries<br>n the account and how they will address<br>all the records of students, keep track of<br>\$5,500<br>\$10,000                      | Allowable Use<br>2 - Coordination of COVID-19<br>preparedness and response efforts.<br>2 ss a COVID-19 need  |
| New Line Item<br>ne Item ID: 481-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Extra hours for nurses<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures withi  | NO - this item is not marked for Learni<br>Account Number<br>07-00-2134-120-00<br>Object Code<br>120 - Regular Non-Certified Salaries<br>n the account and how they will address<br>all the records of students, keep track of<br>\$5,500<br>\$10,000<br>\$10,000          | ng Loss Set Aside Expenditure         Allowable Use         2 - Coordination of COVID-19         preparedness and response efforts.         ss a COVID-19 need         ill students. |
| New Line Item<br>ne Item ID: 481-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Extra hours for nurses<br>Function Code<br>2134 - Nursing Services<br>Please describe the expenditures withi<br>Helps contact tracing if needed, organize<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023 | NO - this item is not marked for Learni<br>Account Number<br>07-00-2134-120-00<br>Object Code<br>120 - Regular Non-Certified Salaries<br>n the account and how they will address<br>all the records of students, keep track of i<br>\$5,500<br>\$10,000<br>\$10,000<br>\$0 | Allowable Use   2 - Coordination of COVID-19   preparedness and response efforts.   ss a COVID-19 need ill students. Status  |

| Line Item ID: 481-3-0025   |  |  |
|--|--|--|
| Allocation Type  | Is this Item for the 20% Minimuim                                    | Learning Loss Set Aside Expenditure                                      |
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
| Account Name   | Account Number   |  |
| Custodial supplies   | 07-00-2610-600-00  |  |
| Function Code  | Object Code  | Allowable Use  |
| 2610 - Operation of Building   | 600 - SUPPLIES AND MATERIALS   | 7 - Purchasing supplies to sanitize and clean LEA and school facilities. |
|  |  | clean LLA and school facilities.   |
| Supplies needed for extra cleaning Budgeted Expenditures in SFY 2021 | \$0  |  |
| Budgeted Expenditures in SFY 2022                                    | \$5,000  |  |
| Budgeted Expenditures in SFY 2023                                    | \$5,000  |  |
| Budgeted Expenditures in SFY 2024                                    | \$5,000  | <u>Status</u>  |
| Total Expenditures   | \$15,000   | Task Force Review  |
| Line Item Comment from KSDE  |  |  |
| New Line Item  |  |  |
| Line Item ID: 481-3-0003   |  |  |

## Allocation Type

**Direct Allocation** 

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

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

## Account Name

Salary for Extra custodians-Covid related

## Account Number

07-00-2600-120-00

| Function Code  | Object Code                             | Allowable Use   |
|--|---|---|
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 120 - Regular Non-Certified Salarie     | 2 - Coordination of COVID-19<br>preparedness and response efforts |
| Please describe the expenditures with  | in the account and how they will ad     | dross a COVID-19 pood   |
| •  | •                                       |   |
| Cleans and sprays disinfectant everyday  | in each classroom. Extra cleaning/clear | iers as needed.   |
| Budgeted Expenditures in SFY 2021  | \$13,920                                |   |
| Budgeted Expenditures in SFY 2022  | \$28,698                                |   |
| Budgeted Expenditures in SFY 2023  | \$32,000                                |   |
| Budgeted Expenditures in SFY 2024  | \$0                                     | <u>Status</u>   |
| Total Expenditures   | \$74,618                                | Approved  |
|  |   |   |
| Line Item Comment from KSDE  |   |   |
| Due to Covid, we are needing to clean an   |   |   |
| disinfect the school entirely every day. The   |   |   |
| custodians are cleaning during the day a<br>then we have an extra custodian that cor |   |   |
| in after school and goes through each ro   |   |   |
| and sprays a disinfectant cleaner over th  |   |   |

and sprays a disinfectant cleaner over the

desks, chairs and throughout the room to kill

Line Item ID: 481-3-0004

any germs of the Covid virus.

| Allocation Type  | is this item for the 20% Mil   | nimuim Learning Loss Set Aside Expenditure   |
|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
| Account Name   | Account Number   |  |
| Purchase 65 passenger bus  | 07-00-2700-730-00  |  |
| Function Code  | Object Code  | Allowable Use  |
| 2700 - Student Transportation Services   | 730 - Equipment  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |
| Please describe the expenditures withi   | n the account and how they w   | ill address a COVID-19 need  |
| We are needing to add an extra bus for V   | Vhite City. The reason is so we c                                    | an social distance while students are on the bus.  |
| Budgeted Expenditures in SFY 2021  | \$83,980   |  |
| Budgeted Expenditures in SFY 2022  | \$0  |  |
| Budgeted Expenditures in SFY 2023  | \$0  |  |
| Budgeted Expenditures in SFY 2024  | \$0  | <u>Status</u>  |
| Total Expenditures   | \$83,980   | Approved   |
| Line Item Comment from KSDE  |  |  |
| This would be a bus to help us social dist<br>our students while they are on the bus go<br>to activies or even riding the bus for rout<br>We need the extra space because the mo<br>the students spread out at least 3 feet, th<br>less of a chnae of close contacts or gettin<br>Covid due to sitting so close to another<br>student. This requires prior approval with | bing<br>es.<br>bre<br>ng   |  |

| Allocation Type  | <u>Is this Item for the 20% Minimuim Lea</u>                            | rning Loss Set Aside Expenditure   |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for Learning                               | g Loss Set Aside Expenditure   |
| Account Name   | Account Number  |  |
| Incentives for Teachers  | 07-00-1000-151-00   |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 151 - Additional compensation paid to teachers                          | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Please describe the expenditures withi   | n the account and how they will address                                 | a COVID-19 need  |
| Incentives to help maintain the operation times. Teachers  | and continued support to employ existing                                | staff during these challenging Covid   |
| Budgeted Expenditures in SFY 2021  | \$17,000  |  |
|  |   |  |
| Budgeted Expenditures in SFY 2022  | \$17,000  |  |
| <b>.</b>   | \$17,000<br>\$17,000  |  |
| Budgeted Expenditures in SFY 2023  |   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures  | \$17,000  | <u>Status</u><br>Approved  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures   | \$17,000<br>\$0   |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item Comment from KSDE  | \$17,000<br><u>\$0</u><br>\$51,000<br>and                               |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item Comment from KSDE<br>Incentives to help maintain the operation<br>continued support to employ existing sta   | \$17,000<br><u>\$0</u><br>\$51,000<br>and<br>ff                         |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item Comment from KSDE<br>Incentives to help maintain the operation<br>continued support to employ existing sta<br>during these challenging Covid times. Thi  | \$17,000<br><u>\$0</u><br>\$51,000<br>and<br>iff<br>is will             |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item Comment from KSDE<br>Incentives to help maintain the operation<br>continued support to employ existing sta<br>during these challenging Covid times. Thi<br>help with the extra duties that have been | \$17,000<br><u>\$0</u><br>\$51,000<br>and<br>ff<br>is will              |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item Comment from KSDE  | \$17,000<br><u>\$0</u><br>\$51,000<br>and<br>iff<br>is will<br>n<br>due |  |

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |
|---|---|---|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |
| Account Name  | Account Number  |   |
| Incentives for custodians   | 07-00-2600-150-00   |   |
| Function Code   | Object Code   | Allowable Use   |
| 2600 - Operation and Maintenance of   | 150 - Additional Compensation   | 16 - Other activities necessary to                                  |
| Plant Services (All except<br>Transportation)   |   | maintain LEA operations and services and employ existing LEA staff. |
| Please describe the expenditures with   | in the account and how they will add                                  | ross a COVID 10 mood  |
| Incentives to help maintain the operation times. Custodians   | and continued support to employ exist                                 | ting staff during these challenging Covid                           |
| times. Custodians<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | \$3,000<br>\$3,000  | ting staff during these challenging Covid                           |
| times. Custodians Budgeted Expenditures in SFY 2021   | \$3,000   | ting staff during these challenging Covid                           |
| times. Custodians<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | \$3,000<br>\$3,000<br>\$3,000   |   |
| times. Custodians<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | \$3,000<br>\$3,000<br>\$3,000<br>\$0                                  | <u>Status</u>   |

assigned due to Covid. Also, to help when they are out of sick leave or quarantined due to Covid and to covr the personal leave loss.

| Allocation Type<br>Direct Allocation                                 | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
|--|---|--|--|
| Account Name   | Account Number  |  |  |
| Incentive for IT Employee  | 07-00-2230-150-00   |  |  |
| Function Code  | Object Code   | Allowable Use  |  |
| 2200 - Support Services (Instructional<br>Staff)                     | 150 - Additional Compensation   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |
| Please describe the expenditures withi                               | n the account and how they will a   | ddress a COVID-19 need   |  |
| Incentives to help maintain the operation times. Technology employee | and continued support to employ   | existing staff during these challenging Covid  |  |
| Budgeted Expenditures in SFY 2021                                    | \$500   |  |  |
| Budgeted Expenditures in SFY 2022                                    | \$500   |  |  |
| Budgeted Expenditures in SFY 2023                                    | \$500   |  |  |
| Budgeted Expenditures in SFY 2024                                    | \$0   | <u>Status</u>  |  |

Approved

\$1,500

### Line Item Comment from KSDE

**Total Expenditures** 

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. This will help with the extra duties that have been assigned due to Covid. Also, to help when they are out of sick leave or quarantined due to Covid and to cover the personal leave loss. KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA

|  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
|--|---|---|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |  |
| Account Name   | Account Number  |   |  |
| Incentive for Superintendent Staff   | 07-00-2300-150-00   |   |  |
| Function Code  | Object Code   | Allowable Use   |  |
| 2300 - Support Services (General<br>Administration)  | 150 - Additional Compensation   | 16 - Other activities necessary to maintain LEA operations and services |  |
| Administration   |   | and employ existing LEA staff.  |  |
| Please describe the expenditures withi   | n the account and how they will addr                                  | ess a COVID-19 need   |  |
| •  | •   |   |  |
| Incentives to help maintain the operation  | n and continued support to employ exist                               | ing staff during these challenging Covid                                |  |
| times. Superintendent staff  |   |   |  |
| Budgeted Expenditures in SFY 2021  | \$1,500   |   |  |
| Budgeted Expenditures in SFY 2022  | \$1,500   |   |  |
|  | ¢1 500  |   |  |
| Budgeted Expenditures in SFY 2023  | \$1,500   |   |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024   | \$1,500<br>\$0  | <u>Status</u>   |  |
| •  |   | <u>Status</u><br>Approved   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures  | \$0   |   |  |
| Budgeted Expenditures in SFY 2024  | \$0   |   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item Comment from KSDE   | \$0\$4,500  |   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item Comment from KSDE<br>Incentives to help maintain the operation  | \$0\$4,500  |   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item Comment from KSDE<br>Incentives to help maintain the operation<br>continued support to employ existing sta  | \$0\$4,500<br>\$4,500   |   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item Comment from KSDE<br>Incentives to help maintain the operation<br>continued support to employ existing sta<br>during these challenging Covid times. Th  | \$0<br>\$4,500<br>and<br>aff<br>is will                               |   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures  | \$0<br>\$4,500<br>and<br>aff<br>is will                               |   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item Comment from KSDE<br>Incentives to help maintain the operation<br>continued support to employ existing sta<br>during these challenging Covid times. Th<br>help with the extra duties that have been   | \$0<br>\$4,500<br>n and<br>aff<br>is will<br>n                        |   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item Comment from KSDE<br>Incentives to help maintain the operation<br>continued support to employ existing sta<br>during these challenging Covid times. Th<br>help with the extra duties that have been<br>assigned due to Covid. Also, to help whe | \$0<br>\$4,500<br>and<br>aff<br>is will<br>n<br>due                   |   |  |

| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
|---|--|--|--|
| Account Name  | Account Number   |  |  |
| Incentive for Cooks   | 07-00-3100-150-00  |  |  |
| Function Code   | Object Code  | Allowable Use  |  |
| 3100 - Food Service Operations  | 150 - Additional Compensation  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |  |
| Please describe the expenditures with   | in the account and how they will add                                 | ress a COVID-19 need   |  |
| Incentives to help maintain the operation times. Food service   | and continued support to employ exist                                | ting staff during these challenging Covid  |  |
| Budgeted Expenditures in SFY 2021   | \$2,000  |  |  |
| Budgeted Expenditures in SFY 2022   | \$2,000  |  |  |
| Budgeted Expenditures in SFY 2023   | \$2,000  |  |  |
| Budgeted Expenditures in SFY 2024   | \$0  | <u>Status</u>  |  |
| Total Expenditures  | \$6,000  | Approved   |  |
| Line Item Comment from KSDE   |  |  |  |
| Incentives to help maintain the operation<br>continued support to employ existing sta<br>during these challenging Covid times. Th<br>help with the extra duties that have been<br>assigned due to Covid. Also, to help whe<br>they are out of sick leave or quarantined<br>to Covid. Also to help when they are out<br>or Quarantined due to Covid and to cove<br>personal leave loss. They are taking more<br>precautions due to Covid by not getting<br>into the food that the students and staff | aff<br>is will<br>n<br>due<br>sick<br>er the<br>e<br>germs           |  |  |

| Allocation Type<br>Direct Allocation   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |   |  |
|--|---|---|--|
| Account Name<br>Incentive for Front Office Secretaries   | Account Number<br>07-00-2400-150-00   |   |  |
| Function Code<br>2400 - Support Services (School<br>Administration)                                    | <b>Object Code</b><br>150 - Additional Compensation   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |
| Please describe the expenditures with<br>Incentives to help maintain the operation<br>times. Principal | •   |   |  |
| Budgeted Expenditures in SFY 2021  | \$1,000   |   |  |

| Budgeted Expenditures in SFY 2021 | \$1,000 |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$1,000 |
| Budgeted Expenditures in SFY 2023 | \$1,000 |
| Budgeted Expenditures in SFY 2024 | \$0     |
| Total Expenditures                | \$3,000 |

| <u>Status</u> |
|---------------|
| Approved      |

### Line Item Comment from KSDE

Incentives to help maintain the operation and continued support to employ existing staff during these challenging Covid times. This will help with the extra duties that have been assigned due to Covid. Also, to help when they are out of sick leave or quarantined due to Covid and to cover the personal leave loss. During Covid Times the administration is working many more hours due to keeping the school open and orgnaizing the testing process and ealing with the sikness in the schools.

| Allocation Type   | Is this Item for the 20% Minimuim                                    | Learning Loss Set Aside Expenditure  |  |
|---|--|--|--|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
| Account Name  | Account Number   |  |  |
| Incentive for Bus Drivers   | 07-00-2700-150-00  |  |  |
| Function Code   | Object Code  | Allowable Use  |  |
| 2700 - Student Transportation Services  | 150 - Additional Compensation  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |
| Please describe the expenditures withi  | n the account and how they will add                                  | ress a COVID-19 need   |  |
| Incentives to help maintain the operation times. Bus route drivers  | and continued support to employ exist                                | ting staff during these challenging Covid  |  |
| Budgeted Expenditures in SFY 2021   | \$2,000  |  |  |
| Budgeted Expenditures in SFY 2022   | \$2,000  |  |  |
| Budgeted Expenditures in SFY 2023   | \$2,000  |  |  |
| Budgeted Expenditures in SFY 2024   | \$0  | <u>Status</u>  |  |
| Total Expenditures  | \$6,000  | Approved   |  |
| Line Item Comment from KSDE   |  |  |  |
| Incentives to help maintain the operation<br>continued support to employ existing sta<br>during these challenging Covid times. Th<br>help with the extra duties that have been<br>assigned due to Covid. Also, to help when<br>they are out of sick leave or quarantined<br>to Covid and to cover the peronal leave le<br>Bus drivers are required to help keep mas<br>on the students who ride. Plus the extra<br>cleanup that occurs on the buses | iff<br>is will<br>n<br>due<br>oss.                                   |  |  |

| Allocation Type   | <u>Is this Item for the 20% Minimuim</u>                             | Learning Loss Set Aside Expenditure  |  |
|---|--|--|--|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
| Account Name  | Account Number   |  |  |
| Incentive for Librarians  | 07-00-2200-150-00  |  |  |
| Function Code   | Object Code  | Allowable Use  |  |
| 2200 - Support Services (Instructional<br>Staff)  | 150 - Additional Compensation  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |
| Please describe the expenditures with   | in the account and how they will add                                 | ress a COVID-19 need   |  |
| Incentives to help maintain the operation times. Librarians   | n and continued support to employ exist                              | ting staff during these challenging Covid  |  |
| Budgeted Expenditures in SFY 2021   | \$1,000  |  |  |
| Budgeted Expenditures in SFY 2022   | \$1,000  |  |  |
| Budgeted Expenditures in SFY 2023   | \$1,000  |  |  |
| Budgeted Expenditures in SFY 2024   | \$0  | <u>Status</u>  |  |
| Total Expenditures  | \$3,000  | Approved   |  |
| Line Item Comment from KSDE   |  |  |  |
| Incentives to help maintain the operation<br>continued support to employ existing sta<br>these challenging Covid times. This will h<br>the extra duties and learning loss that so<br>students are still struggling with. Also, to | aff during<br>elp with<br>me   |  |  |

|  | <u>Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure</u>                                   |  |  |
|--|--|--|--|
| Direct Allocation                                      | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |  |
| Account Name   | Account Number   |  |  |
| Incentive for Nurse                                    | 07-00-2134-150-00  |  |  |
| Function Code  | Object Code  | Allowable Use                            |  |
| 2134 - Nursing Services                                | 150 - Additional Compensation16 - Other activities neces<br>maintain LEA operations<br>and employ existing LEA |  |  |
| Please describe the expenditures withi                 | n the account and how they will addr   | ess a COVID-19 need                      |  |
| Incentives to help maintain the operation times. Nurse | and continued support to employ exist  | ing staff during these challenging Covid |  |
| Budgeted Expenditures in SFY 2021                      | \$500  |  |  |
| Budgeted Expenditures in SFY 2022                      | \$500  |  |  |
| Budgeted Expenditures in SFY 2023                      | \$500  |  |  |
| Budgeted Expenditures in SFY 2024                      | \$0  | <u>Status</u>                            |  |
| Total Expenditures                                     | \$1,500  | Approved                                 |  |
|  |  |  |  |
| Line Item Comment from KSDE                            |  |  |  |

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

#### **Current Directory Information**

| District            | Address   | Mail Address  |
|---------------------|---|---|
| El Dorado           | 124 West Central Avenue, El Dorado, KS<br>670422138 | 124 West Central Avenue, El Dorado, KS<br>670422138 |
| Superintendent Name | Superintendent E-mail Address                       | Superintendent Phone Number                         |
| Miles Harvey        | mharvey@usd490.org                                  | (316) 322-4800                                      |

## **Authorized Representative of the District Information**

| <u>Name</u>                                   | Position of Title                         | E-mail Address                                   | Phone Number               |  |
|---|---|--|----------------------------|--|
| Jenifer Davis                                 | Exec Director of Instructional<br>Support | jldavis@usd490.org                               | (316) 322-4800             |  |
| <b>Other District Representative 1 - Name</b> |   | Other District Representative 1 - E-mail Address |                            |  |
| Kathy Robertson                               |   | karobertson@usd490.org                           |                            |  |
| Other District Representative 2 - Name        |   | Other District Representative                    | <u> 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/1350316/490\_ESSERIII-DistrictPlanForSafeReturnToIn-personInstruction\_8-9-2021.pdf

# **Use of Funds for CDC Guidance**

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

During the spring of 2020, the district formed a Return to Learn committee to address the many facets of reopening our schools for the 2020-2021 school year. The committee solicited input from parents, staff, and community members. We included our colleagues from the Butler County Health Department (BCHD) throughout all of our decision making. Working with the BCHD, the district met weekly as part of our Gating Team procedures to determine if we needed to adapt our response plan based on case counts. The Gating Team included Board members, community members, parents, administrators, district health staff, and instructional staff. We monitored and adjusted our responses as needed to the case counts in the district, the buildings, the classroom, and the individual level to provide the safest environment for all of our stakeholders. Our students were able to return without breaks in instruction during the 2021-2022 school year. We utilized our website, social media platforms, SchoolMessenger, and even weekly "Wildcat Wednesday" events on YouTube to keep our constituents informed of our current practices related to the pandemic. Throughout the pandemic, we have been intentional on supporting the academic and social emotional needs of our students. Our ESSER III plan focuses on cohesive curricular materials, summer and after school programs to address learning loss, a comprehensive social emotional curriculum, staff retention, and intervention supports for students throughout the school year.

# Stakeholder Engagement

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

### Students

In developing our ESSER plan, we conducted building wide and district wide surveys, as well as student focus groups at each of the buildings. Survey opportunities were provided to students through a district survey, as well as targeted, grade level building wide surveys. In addition, administration and staff members at each building met with their existing Student Advisory groups to review survey results and further identify prioritized needs in each of the buildings.

These surveys and focus groups were tasked with determining the highest level of need for pandemic related instruction and support. The following supports received the most interest from our students:

Student surveys identified a need for an aligned, shared, and consistent approach to Social emotional support. All levels of students noted struggles mentally and emotionally with going through, and returning from, COVID. Having a shared approach to supporting each other, that includes the same language, personnel, and strategies from grades PreK-12, is not something that currently exists in our district. Students routinely, and at all grade levels, identified this as a high need area. Of the 389 secondary students surveyed, social emotional support was one of the top four identified student priorities. Only nineteen secondary students (five percent) reported that social emotional support should not be considered for use of ESSER 3 funds. In elementary student surveys, fifty nine percent of students rated social emotional support as "somewhat important", "important", or "very important" to prioritize and invest in with these funds. This student feedback can be seen in our ESSER plans for increased counselors, additional social workers, new student support groups, new therapist/behavior specialist positions, and a PreK-12 social emotional curriculum resource with extended training.

Student focus groups highlighted the need for updated technology in order to maintain access to curricular resources and teacher support. One hundred percent of the high school student advisory members identified updated technology for students and staff as a top four priority for investment needs. In the student surveys, forty seven percent of middle school students listed updated technology as a top four priority with ESSER funds. In addition, elementary student surveys indicated that fifty seven percent of students rated additional instructional materials (software, technology,) as "somewhat important", "important", or "very important" to prioritize and invest in with these funds. This student feedback can be seen in our ESSER plans for new student/staff devices, new broadcasting equipment for the expansion of student News classes, and new STEM Sphero mini robot sets.

Both student surveys and student focus groups highlighted the need for expansion of student extracurricular opportunities. Of the 389 secondary students surveyed, seventy percent (274 students) reported that offering additional extra-curricular activities should be a top four priority with ESSER funds. All of our student focus groups identified extracurricular activities as a source of pride in their school; students were excited to return to these activities and competitions! This student feedback can be seen in our ESSER plans for a new secondary eSports club as well as new instruments for expanded Band and Orchestra elective opportunities.

High school student focus groups also identified College/Career opportunities as an increased area of need after COVID, along with this area being a "very important" prioritization and investment with these funds. The focus group highlighted wanting more opportunities for internships, job shadows, and portfolio building in the seminar class. This student feedback can be seen in our ESSER plans for a new College/Career Specialist position as well as an expanded seminar curriculum team and the addition of AVID program.

Our ESSER plan reflects these top four priorities as identified by our district wide student populations.

### Families

We have worked closely with our families in developing our ESSER support plan. Parent Teacher Organizations, SITE Councils, Building Leadership Teams, and District Leadership teams are all committees that have parent members. In addition to conversations and feedback with each of these teams, we also conducted building parent surveys and district parent surveys. During these conversations and surveys, parents were also tasked with determining the highest level of need for pandemic related instruction and support. The following supports received the most priority from our parents:

- Parent surveys identified a clear priority for increased academic and behavioral intervention opportunities as well as after school tutoring hours for students to address learning loss as a result of COVID. Over ninety percent of parents at all levels (PreK-12) prioritized intervention support (behavioral, emotional, social) and after school tutoring hours. You will see that these suggestions from parents are reflected in our plan which includes the expansion of intervention resources (Lexia, IXL, Tiles, Mirrors, smaller class sizes, decodable texts) as well as new after school tutoring programs (all students K-8).

- All parent focus groups at the secondary level were overwhelmingly in support of after school tutoring programs, as well as expanded academic resources (LinkCrew, AVID) for all populations of secondary students.

Again, our plan reflects these priorities as identified by parent surveys and parent focus groups.

### School and District Administrators including Special Education Administration

While developing our ESSER plan, our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. Administration communicated directly with special education staff to gather as much input as possible. Surveys were sent out to all USD 490 staff, students and community members. Special Ed staff was sent a list of questions and when asked if there were no barriers to entry, what three things would you change about the special education program in USD 490, they answered in favor of more support for students and staff. Their answers are as follows. You will see that this information plays a prominent role in our ESSER plan.

- Providing more time for staff to collaborate with other teachers, para-professionals, parents, etc. and additional time for training and development to support the professional growth of our special education staff.

- Providing additional support staff (paraprofessionals) to support programs and services and the ability to pay support staff at a higher rate for the service they provide to our students.

- Having access to additional resources to support student learning in general and special education settings.

Based on these answers and other data attained through surveys and feedback, we determined the following areas are the most important to include in our plan.

- Additional district wide support for students at all levels K-12. One of the things that this additional support will include is individual student transition meetings as well as an aligned continuum of services.

- Differentiated professional development opportunities for special education staff.

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

While developing our ESSER plan, our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. Administration communicated directly with teachers, principals, school leaders and school staff to gather as much input as possible. Surveys were sent out to all USD 490 staff, students and community members. Administration in each building talked directly with stakeholders such as staff and students to come up with areas of need. Our plans are reflective of those various conversations. Highlights of these collaborative conversations that are in our ESSER plan include:

- A consistent, evidence-based phonics curriculum resource for all students in the district. This will include appropriate jobembedded professional development.

- Provide updated technology for all staff to maintain high quality instructional support to all curricular resources.

- Professional development in the areas of behavior management, collaborative structures, and deescalation strategies.

- Expanded mentor programs and opportunities to grow teacher leaders.

- Retention incentives for returning staff members (classified and certified)

- Flex sub positions to help support the reduction of learning loss for students based on staff shortages and sickness.

- Decreased Energy consumption and more responsible energy use throughout the district.

-The plan was discussed with the Teacher's Union during Negotiations.

### Tribes

In a review of our student information system, we identified 10 students who reported as members of a tribe. During analysis of the student surveys from this population, the following priorities were identified:

- Expanded after school tutoring opportunities for students K-8 (six of the ten students were in this age range) to address learning loss during COVID.

- Expanded extracurricular opportunities (eSports, Band, LinkCrew, AVID) with five of these students being in grades 7-12. Student engagement was identified as a concern among these students; more opportunities to get involved was seen as a need at the secondary level among these students.

Parent surveys from this population were also examined. The following strategies and supports were identified by Native American parents as the greatest priority for their student(s) and family:

- Increased college/career resources and supports, including college visits, scholarship opportunities, and financial aid availability.

- Expanded elective opportunities and Work Based Learning/Internship opportunities.

Our ESSER plan includes after school tutoring, expanded extracurricular opportunities, AVID program implementation, and secondary College/Career Specialist. Each of these proposed activities represents this population's feedback about how to best meet the needs of their specific students and families.

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

The USD 490 superintendent reached out to the KS Human Rights Commission and the ACLU. The KS Human Rights Commission KHRC did note that they have not established specific requirements or even guidance regarding ESSER III funding. Overall, their responses reinforced our focus on providing additional supports for students in the areas of social emotional learning, extended summer school opportunities, comprehensive literacy supports, and after school learning opportunities to address learning loss for our students. We have worked to address removing barriers to increase inclusivity in not only our program implementation but also in our decision making processes.

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

Administration and other district staff have worked closely with our students and representatives of these subgroup populations in our school district in developing our ESSER support plan. This included direct communication as well as surveys that went out to all USD 490 staff, students and community members. We have also engaged in focus group conversations. The surveys that were sent included responses from stakeholders representing the subgroups of: Native American Tribe Member - 4 responses received, children with disabilities - 16 responses received, English Language Learners - 2 responses received, homeless -0 responses received, Underserved children -2 responses received, children in Foster Care - 1 response received. Through those surveys, conversations and all other data collected, it was clear that the following supports were most needed. At the time of the surveys there were no known migrant or incarcerated students.

- Additional behavioral training for staff including CPI Deescalation Training, PBIS Relaunch, Capturing Kids Hearts Training for New Staff, Mental Health First Aid Training, etc. Based on our data, this behavior training will be extremely important to address the needs of students in this subgroup.

- Increase in behavioral specialists to work with struggling students throughout the school day and in a variety of settings.

- Increase in social workers to support family needs (specifically homelessness, incarceration, and foster care).

- Increase in counselors to support students, families, and staff in trauma informed practices and approaches.

Based on the feedback that was received, we have included these options into our ESSER plan to address the needs of our students and families.

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

USD 490 provided two-way communication with our community. We utilized a survey that was published on multiple social media platforms as well as being featured on our website. We provided updates at Board of education meetings. Buildings provided updates and gathered input at Site Council meetings. Much of that information allowed the district to identify and respond to specific building needs for allocating our ESSER III funding.

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

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

Like other Kansas schools, USD 490 shifted to remote learning in March of 2020. In the fall of 2020, El Dorado began the year with two learning models: "Blended," for which students attended in-person on alternating days, and "Remote". Despite some remote learning being necessary (mostly at the secondary level), El Dorado Public Schools was able to end the 2020-2021 school year with in person learning across all age groups. We returned in the fall of 2021 with all classes being in person; COVID variants have continued to disrupt our classrooms and families throughout the 2021-22 school year.

The different types of learning environments (blended, remote, in person) and the transitions between these environments (whole class quarantines, individual quarantines, test to stay procedures) created many additional challenges for our families. These challenges have caused learning loss as can be seen in our attendance rates, FastBridge progress monitoring, and state assessment data.

In the last two school years (2020-21, 2021-22) we have seen an increase in our chronic absenteeism rates; our district continues to be above the state average (20.7% in the year of 2020-21). In addition, our secondary schools have experienced a dramatic spike in absenteeism, with our high school absenteeism rates being nearly twice the state average (33.1% in the year of 2020-21). This has impacted our graduation rate and drop out rate (down or up steadily respectively over the last two years). Across all buildings, students of poverty continue to experience the highest rates of absenteeism.

Lack of consistent attendance is one area where learning loss can be identified, specifically for students of poverty at the secondary level. FastBridge progress monitoring data also identifies specific learning loss and learning needs, especially at the elementary level. Students in the first grade, across all three buildings, are significantly lower than the grade level benchmark in areas of phonological awareness and fluency (69% at some or high risk in early reading skills). Students in the third grade also showed significant deficiencies in reading (62% at some or high risk in reading comprehension skills). Both of these grade levels were impacted greatly by COVID learning loss; many of our first grade students did not attend a full year of preschool or attend in person kindergarten because of COVID and our third grade students lost significant learning opportunities their first and second grade years because of COVID. These reading scores illustrate these learning losses for our elementary students.

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

USD 490 will address the academic impact of lost instruction time in two ways. Targeted, extended learning opportunities will be available at all grade levels. One on one, after school tutoring will be offered for all students, with a focus on those K-8 students who are identified as "high risk" using FastBridge progress monitoring data. In addition, an extended school year, in the forms of enrichment elementary summer camps or secondary credit recovery programs, will also be available to students. In both cases, engagement and attendance will be a focus for students and their families.

In addition to these extended learning opportunities, ESSER funding will be used to provide expanded support in family engagement (additional social workers and behavior specialists) and reading proficiencies (additional teaching staff, reading specialists, professional development around phonics). LINK Crew and AVID programs will also be available to support students transitioning at the secondary levels.

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

USD 490 will implement additional supplemental resources, materials, and intervention supports to decrease student skill gaps. In order to create consistent, best practices, the district will implement a shared phonics curriculum between all three elementary buildings (PreK-5). This curriculum includes resource kits, online access, consumable materials, and professional development in the areas of tied phonics instruction and intervention. In addition, a consistent social emotional program will be implemented in grades K-12. Extensive professional development will be provided to all staff across the district in relation to this new SEL curriculum.

Social Workers have been added to the itinerant staff and will serve multiple schools, teachers, and students through the MTSS process. Additional staff positions in the areas of literacy, MTSS, mentoring, and coaching will lead developing and modeling for teachers. Finally, the addition of general education teachers at specific grades will help reduce class sizes that were originally projected to be larger.

Additional professional development in the areas of tiered instruction, MTSS, FastBridge screeners, curriculum resources, and math/reading interventions will also be provided using ESSER funds. Finally, the district will explore ways to attract and retain the high-quality staff needed to consistently implement these initiatives.

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

El Dorado Public Schools utilizes FastBridge Illuminate screeners in reading and math to identify students experiencing learning loss or who do not meet grade-level expectations. The district also uses Panorama Social Emotional Survey data to identify students who may be at risk in five areas of social emotional development. This SEL screener allows for early intervention for the student and family in a proactive, positive environment. The Panorama dashboard combines discipline entries, attendance rates, current grades, SEL ratings, KAP scores, and FastBridge progress monitoring data to effectively show a comprehensive snapshot of each student in our district.

Both of these screeners (FastBridge and Panorama) are given to students grades K-12. The district also uses data from state assessments, Pre-ACT, ACT, and formative/summative scores to monitor and evaluate student learning.

Professional development opportunities are evaluated for continuous improvement and effectiveness through feedback surveys and baseline data collections. District PD will be assessed at each event; this data is analyzed to ensure ongoing progress towards district goals.

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$3,372,166              | \$0                | \$3,372,166             | ESSER III Allocations | \$674,434   |
| Approved Total        | \$2,887,309              | \$0                | \$2,887,309             | Approved Total        | \$1,043,659 |
| Amount Left           | \$484,857                | \$0                | \$484,857               | Amount Still Needed   | \$0         |
| In Review Total       | \$484,857                | \$0                | \$484,857               | In Review Total       | \$0         |
| Amount Left           | \$0                      | \$0                | \$0                     | Amount Still Needed   | \$0         |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 490-3-0039 | Direct             | False            | 2600             | 730            | 14               | \$250,000          | Task Force Review |
| 490-3-0040 | Direct             | False            | 2600             | 730            | 14               | \$234,857          | Task Force Review |
| 490-3-0001 | Direct             | False            | 2600             | 100            | 14               | \$20,000           | Approved          |
| 490-3-0002 | Direct             | False            | 2600             | 200            | 14               | \$1,800            | Approved          |
| 490-3-0003 | Direct             | False            | 1000             | 300            | 3                | \$15,000           | Approved          |
| 490-3-0004 | Direct             | False            | 1000             | 100            | 3                | \$5,000            | Approved          |
| 490-3-0005 | Direct             | False            | 1000             | 200            | 3                | \$500              | Approved          |
| 490-3-0006 | Direct             | True             | 1000             | 300            | 6                | \$146,300          | Approved          |
| 490-3-0007 | Direct             | False            | 1000             | 600            | 12               | \$50,000           | Approved          |
| 490-3-0008 | Direct             | True             | 1000             | 100            | 12               | \$235,000          | Approved          |
| 490-3-0009 | Direct             | True             | 1000             | 200            | 12               | \$50,622           | Approved          |
| 490-3-0010 | Direct             | True             | 1000             | 600            | 12               | \$60,000           | Approved          |
| 490-3-0011 | Direct             | True             | 1000             | 100            | 12               | \$36,500           | Approved          |
| 490-3-0012 | Direct             | True             | 1000             | 200            | 12               | \$3,650            | Approved          |
| 490-3-0013 | Direct             | False            | 2213             | 330            | 16               | \$660,000          | Approved          |
| 490-3-0014 | Direct             | False            | 2213             | 200            | 16               | \$6,600            | Approved          |
| 490-3-0016 | Direct             | True             | 1000             | 100            | 12               | \$125,000          | Approved          |
| 490-3-0017 | Direct             | True             | 1000             | 200            | 12               | \$25,322           | Approved          |
| 490-3-0018 | Direct             | False            | 1000             | 300            | 3                | \$25,000           | Approved          |
| 490-3-0019 | Direct             | False            | 1000             | 100            | 3                | \$100,000          | Approved          |
| 490-3-0020 | Direct             | False            | 1000             | 200            | 3                | \$23,000           | Approved          |
| 490-3-0021 | Direct             | False            | 1000             | 100            | 3                | \$450,500          | Approved          |
| 490-3-0022 | Direct             | False            | 1000             | 200            | 3                | \$40,550           | Approved          |
| 490-3-0023 | Direct             | True             | 1000             | 100            | 12               | \$4,000            | Approved          |
| 490-3-0024 | Direct             | True             | 1000             | 200            | 12               | \$360              | Approved          |
| 490-3-0030 | Direct             | False            | 2200             | 200            | 10               | \$35,700           | Approved          |
| 490-3-0031 | Direct             | True             | 1000             | 100            | 12               | \$120,000          | Approved          |
| 490-3-0032 | Direct             | True             | 1000             | 200            | 12               | \$12,000           | Approved          |
| 490-3-0033 | Direct             | True             | 1000             | 600            | 12               | \$32,800           | Approved          |
| 490-3-0034 | Direct             | True             | 1000             | 600            | 12               | \$35,700           | Approved          |

| 490-3-0035 | Direct | True  | 1000 | 700 | 12 | \$39,905  | Approved |
|------------|--------|-------|------|-----|----|-----------|----------|
| 490-3-0036 | Direct | True  | 1000 | 100 | 12 | \$100,000 | Approved |
| 490-3-0037 | Direct | True  | 1000 | 200 | 12 | \$16,500  | Approved |
| 490-3-0038 | Direct | False | 2200 | 100 | 3  | \$410,000 | Approved |

# Line Item Details

| Allocation Type                     | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |                                       |
|-------------------------------------|---|---------------------------------------|
| Direct Allocation                   | NO - this item is not marked for Learning Loss Set Aside Expenditure  |                                       |
| Account Name                        | Account Number  |                                       |
| EHS HVAC Controls                   | 90-2600-730-001-00  |                                       |
| Function Code                       | Object Code   | Allowable Use                         |
| 2600 - Operation and Maintenance of | 730 - Equipment   | 14 - Inspection, testing, maintenance |
| Plant Services (All except          |   | repair, replacement and upgrade       |
| Transportation)                     |   | projects to improve the indoor air    |
|                                     |   | quality in school facilities.         |

# Replacement of current HVAC controls at EHS. This is done to improve the air quality at the high school and enable the system to be monitored and controlled remotely. It will also decrease down time of current equipment which will facilitate air circulation.

| Allowable if meets CDC guidelines. |           |                   |  |
|------------------------------------|-----------|-------------------|--|
| Line Item Comment from KSDE        |           |                   |  |
| Total Expenditures                 | \$250,000 | Task Force Review |  |
| Budgeted Expenditures in SFY 2024  | \$0       | <u>Status</u>     |  |
| Budgeted Expenditures in SFY 2023  | \$250,000 |                   |  |
| Budgeted Expenditures in SFY 2022  | \$0       |                   |  |
| Budgeted Expenditures in SFY 2021  | \$0       |                   |  |

Line Item ID: 490-3-0040

| Allocation Type  | <u>Is this Item for the 20% Minimuim Lea</u> | arning Loss Set Aside Expenditure  |
|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learnin     | g Loss Set Aside Expenditure   |
| <u>Account Name</u><br>HVAC Equipment  | <u>Account Number</u><br>90-2600-730-001-00  |  |
| Function Code  | Object Code                                  | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 730 - Equipment                              | 14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air<br>quality in school facilities. |

Replacement of HVAC roof top units at El Dorado High School. Air flow is decreased when roof top units are not functioning and due to the age of the building we have units that are not working. Replacement units will allow increased air flow which will improve the air quality and the health of our staff and students.

| Budgeted Expenditures in SFY 2021 | \$0       |                   |
|-----------------------------------|-----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0       |                   |
| Budgeted Expenditures in SFY 2023 | \$0       |                   |
| Budgeted Expenditures in SFY 2024 | \$234,857 | <u>Status</u>     |
| Total Expenditures                | \$234,857 | Task Force Review |
| •                                 |           |                   |
| Line Item Comment from KSDE       | ,         |                   |
|                                   |           |                   |

| Direct Allocation  |   |  |
|--|---|--|
|  |   | arning Loss Set Aside Expenditure  |
| Account Name   | Account Number                            |  |
| Aaintenance Energy Manager   | 90-2600-100-001-00                        |  |
| unction Code   | Object Code                               | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 100 - Personal Services - Salaries        | 14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air<br>quality in school facilities. |
| lease describe the expenditures with   | nin the account and how they will add     | ress a COVID-19 need   |
| •  | o facility needs within COVID safety prot |  |
| Budgeted Expenditures in SFY 2021  | \$0                                       |  |
| Budgeted Expenditures in SFY 2022  | \$0                                       |  |
| Budgeted Expenditures in SFY 2023  | \$20,000                                  |  |
| Budgeted Expenditures in SFY 2024  | \$0                                       | <u>Status</u>  |
| otal Expenditures  | \$20,000                                  | Approved   |
| Allocation Type<br>Direct Allocation   |   | n Learning Loss Set Aside Expenditure  |
|  | NO - this item is not marked for Lea      | inning Loss Set Aside Expenditure  |
| Account Name   | Account Number                            |  |
| Maintenance Energy Manager   | 90-2600-200-001-00                        |  |
| unction Code   | Object Code                               | Allowable Use  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 200 - EMPLOYEE BENEFITS                   | 14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air<br>quality in school facilities. |
| Please describe the expenditures with  | nin the account and how they will add     | ress a COVID-19 need   |
| -  | o facility needs within COVID safety prot |  |
| 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                                       | <u>Status</u>  |
| otal Expenditures  | \$1,800                                   | Approved   |

| Ilocation Type  |  | earning Loss Set Aside Expenditure  |
|---|--|---|
| Direct Allocation   | NO - this item is not marked for Learn   | ling Loss Set Aside Expenditure   |
| Account Name  | Account Number   |   |
| Teacher Mentor Enrichment Training  | 90-1000-300-001-00   |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES   | 3 - Providing principals and other school leaders with resources to address individual school needs.  |
| Please describe the expenditures withi  | in the account and how they will addre   | ss a COVID-19 need  |
| Provide additional support for significant  | -  |   |
|   | \$0  |   |
| Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | \$0<br>\$0   |   |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | \$0<br>\$7,500   |   |
| budgeteu Experiuitures III SFT 2023   |  | <u>Status</u>   |
| Rudgeted Expanditures in SEV 2024   | ¢7 500   |   |
|   | \$7,500  |   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   | \$7,500<br>\$15,000  | Approved  |
| •   |  |   |
| ne Item ID: 490-3-0004  | \$15,000   |   |
| Total Expenditures ne Item ID: 490-3-0004 Allocation Type   | \$15,000   | Approved  |
| Total Expenditures  | \$15,000<br>Is this Item for the 20% Minimuim L  | Approved  |
| Total Expenditures Total Expenditures The Item ID: 490-3-0004 Allocation Type Direct Allocation Account Name  | \$15,000<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn  | Approved  |
| Total Expenditures Total Expenditures The Item ID: 490-3-0004 Allocation Type Direct Allocation Account Name Teacher Mentor Enrichment Salary   | \$15,000<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number  | Approved  |
| Total Expenditures ne Item ID: 490-3-0004 Allocation Type Direct Allocation   | \$15,000<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>90-1000-100-001-00  | Approved<br><u>earning Loss Set Aside Expenditure</u><br>ing Loss Set Aside Expenditure   |
| Total Expenditures Total Expenditures The Item ID: 490-3-0004 Allocation Type Direct Allocation Account Name Teacher Mentor Enrichment Salary Function Code 1000 - Instruction  | \$15,000<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>90-1000-100-001-00<br>Object Code   | Approved  Approved  Approved  Approved  Allowable Use  3 - Providing principals and other school leaders with resources to address individual school needs. |
| Total Expenditures Total Expenditures The Item ID: 490-3-0004 Allocation Type Direct Allocation Account Name Teacher Mentor Enrichment Salary Function Code 1000 - Instruction Please describe the expenditures within  | \$15,000<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>90-1000-100-001-00<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addre   | Approved  Approved  Approved  Approved  Allowable Use  3 - Providing principals and other school leaders with resources to address individual school needs. |
| Total Expenditures Total Expenditures The Item ID: 490-3-0004 Allocation Type Direct Allocation Account Name Teacher Mentor Enrichment Salary Function Code 1000 - Instruction  | \$15,000<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>90-1000-100-001-00<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addre   | Approved  Approved  Approved  Approved  Allowable Use  3 - Providing principals and other school leaders with resources to address individual school needs. |
| Total Expenditures Total Expenditures The Item ID: 490-3-0004 Allocation Type Direct Allocation Account Name Teacher Mentor Enrichment Salary Function Code 1000 - Instruction Please describe the expenditures within Provide additional support for significant   | \$15,000<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>90-1000-100-001-00<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addre<br>t behavior interventions and SEL needs                       | Approved  Approved  Approved  Approved  Allowable Use  3 - Providing principals and other school leaders with resources to address individual school needs. |
| Total Expenditures Total Expenditures The Item ID: 490-3-0004 Allocation Type Direct Allocation Account Name Teacher Mentor Enrichment Salary Function Code 1000 - Instruction Please describe the expenditures withis Provide additional support for significant Budgeted Expenditures in SFY 2021                                   | \$15,000<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>90-1000-100-001-00<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addree<br>t behavior interventions and SEL needs<br>\$0               | Approved  Approved  Approved  Approved  Allowable Use  3 - Providing principals and other school leaders with resources to address individual school needs. |
| Total Expenditures Total Expenditures The Item ID: 490-3-0004 Allocation Type Direct Allocation Account Name Teacher Mentor Enrichment Salary Function Code 1000 - Instruction Please describe the expenditures withit Provide additional support for significant Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$15,000<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>90-1000-100-001-00<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addree<br>t behavior interventions and SEL needs<br>\$0<br>\$0<br>\$0 | Approved  Approved  Approved  Approved  Allowable Use  3 - Providing principals and other school leaders with resources to address individual school needs. |

| Direct Allocation  | NO - this item is not marked for l  | earning Loss Set Aside Expenditure                                   |
|--|---|--|
| Account Name   | Account Number  |  |
| Teacher Mentor Enrichment Benefits   | 90-1000-200-001-00  |  |
| Function Code  | Object Code   | Allowable Use  |
|  |   | 3 - Providing principals and other                                   |
| 1000 - Instruction   | 200 - EMPLOYEE BENEFITS   |  |
| 1000 - Instruction Please describe the expenditures withi Provide additional support for significant   | in the account and how they will a  | school leaders with resources to<br>address individual school needs. |
| Please describe the expenditures within Provide additional support for significant   | in the account and how they will a<br>behavior interventions and SEL need               | school leaders with resources to<br>address individual school needs. |
| Please describe the expenditures with  | in the account and how they will a  | school leaders with resources to<br>address individual school needs. |
| Please describe the expenditures withi<br>Provide additional support for significant<br>Budgeted Expenditures in SFY 2021                                      | in the account and how they will a<br>behavior interventions and SEL need<br>\$0        | school leaders with resources to<br>address individual school needs. |
| Please describe the expenditures withi<br>Provide additional support for significant<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | in the account and how they will a<br>behavior interventions and SEL need<br>\$0<br>\$0 | school leaders with resources to<br>address individual school needs. |

| Allocation Type          | Is this Item for the 20% Minimuim L                    | •   |
|--------------------------|--|---|
| Direct Allocation        | YES - this item is marked for Learning                 | Loss Set Aside Expenditure  |
| Account Name             | Account Number   |   |
| Professional Development | 90-1000-300-001-00                                     |   |
| Function Code            | Object Code  | Allowable Use   |
| 1000 - Instruction       | 300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES | 6 - Training and professional<br>development for LEA staff on sanitation<br>and minimizing the spread of infectious<br>disease. |

Expand professional development in the areas of behavior interventions, MTSS tiered expansion, leadership capacity, and SEL instruction.

USD 490 plans to send certified staff to AVID Training for a one (1) year period. This cost also includes the AVID contract and materials for followup supports.

EHS AVID Contract - \$60,337 EHS AVID Training: (Hotel 6,000/Per Diem 3,120/Vehicle 1,400)

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$0       |
| Budgeted Expenditures in SFY 2023 | \$73,150  |
| Budgeted Expenditures in SFY 2024 | \$73,150  |
| Total Expenditures                | \$146,300 |
|                                   |           |

| <u>Status</u> |  |
|---------------|--|
| Approved      |  |

Line Item ID: 490-3-0007

| Direct Allocation  | NO - this item is not marked for Lear                             | ning Loss Set Aside Expenditure             |
|--|---|---|
|  |   |   |
| Account Name   | Account Number  |   |
| Social Emotional Curriculum  | 90-1000-600-001-00  |   |
| Function Code  | Object Code   | Allowable Use                               |
| 1000 - Instruction   | 600 - SUPPLIES AND MATERIALS                                      | 12 - Addressing learning loss among         |
|  |   | students, including vulnerable populations. |
| Please describe the expenditures with  | in the account and how they will addr                             | ess a COVID-19 need                         |
| Explicit K-12 SEL curriculum to address le   | earning loss especially with our special p                        | opulations, so that we can begin to address |
|  |   |   |
| •  | period period period period period period p                       |   |
| the academic learning losses.  |   |   |
| •  |   |   |
| the academic learning losses.  |   |   |
| the academic learning losses.<br>USD 490 plans to purchase Positive Actic  |   |   |
| the academic learning losses.<br>USD 490 plans to purchase Positive Actio  | on SEL, Pre-K - 12, Tier 1 ESSA program                           |   |
| the academic learning losses.<br>USD 490 plans to purchase Positive Action<br>Budgeted Expenditures in SFY 2021  | on SEL, Pre-K - 12, Tier 1 ESSA program                           |   |
| the academic learning losses.<br>USD 490 plans to purchase Positive Action<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | on SEL, Pre-K - 12, Tier 1 ESSA program<br>\$0<br>\$0             | Status                                      |
| the academic learning losses.<br>USD 490 plans to purchase Positive Action<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | on SEL, Pre-K - 12, Tier 1 ESSA program<br>\$0<br>\$0<br>\$50,000 |   |
| the academic learning losses.<br>USD 490 plans to purchase Positive Action<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | \$0<br>\$0<br>\$0<br>\$50,000<br><u>\$0</u>                       | Status                                      |

| Direct Allocation   | YES - this item is marked for Learning  | Loss Set Aside Expenditure   |
|---|---|--|
|   | -   |  |
| Account Name  | Account Number  |  |
| Elementary Early Interventionists Salary  | 90-1000-100-001-00  |  |
| Function Code   | Object Code   | Allowable Use  |
| 1000 - Instruction  | 100 - Personal Services - Salaries  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures withi  | n the account and how they will addre   | ess a COVID-19 need  |
| Address learning loss in the areas of read<br>will allow for more intensive literacy inter  | 5 5 6   | ional teachers at these early grades which   |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$0   |  |
| Budgeted Expenditures in SFY 2023   | \$117,500   |  |
|   | ¢117 F00  | Status   |
| Budgeted Expenditures in SFY 2024   | \$117,500   |  |
| Total Expenditures ne Item ID: 490-3-0009 Allocation Type Direct Allocation   | \$235,000<br>Is this Item for the 20% Minimum<br>YES - this item is marked for Learning   | Approved   |
| Total Expenditures Ine Item ID: 490-3-0009 Allocation Type Direct Allocation Account Name Elementary Early Interventionists   | \$235,000   | Approved   |
| Total Expenditures ne Item ID: 490-3-0009 Allocation Type Direct Allocation Account Name Elementary Early Interventionists Benefits   | \$235,000<br>Is this Item for the 20% Minimum I<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-200-001-00   | Approved<br>Learning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 490-3-0009 Allocation Type Direct Allocation Account Name Elementary Early Interventionists Benefits Function Code   | \$235,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-200-001-00<br>Object Code   | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  |
| Total Expenditures Ine Item ID: 490-3-0009 Allocation Type Direct Allocation Account Name   | \$235,000<br>Is this Item for the 20% Minimum I<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-200-001-00   | Approved<br>Learning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 490-3-0009 Allocation Type Direct Allocation Account Name Elementary Early Interventionists Benefits Function Code   | \$235,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS  | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.       |
| Total Expenditures ne Item ID: 490-3-0009 Allocation Type Direct Allocation Account Name Elementary Early Interventionists Benefits Function Code 1000 - Instruction Please describe the expenditures withi   | \$235,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>n the account and how they will addre<br>ling, an additional teacher at these early                       | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.       |
| Total Expenditures Ine Item ID: 490-3-0009 Allocation Type Direct Allocation Account Name Elementary Early Interventionists Benefits Function Code 1000 - Instruction Please describe the expenditures withi Address learning loss in the areas of read interventions with our special population   | \$235,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>n the account and how they will addre<br>ling, an additional teacher at these early                       | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Loss Set Aside Expenditure         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need |
| Total Expenditures Total Expenditures ne Item ID: 490-3-0009 Allocation Type Direct Allocation Account Name Elementary Early Interventionists Benefits Function Code 1000 - Instruction Please describe the expenditures withi Address learning loss in the areas of reac interventions with our special population Budgeted Expenditures in SFY 2021                                   | \$235,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>n the account and how they will addre<br>ling, an additional teacher at these early<br>s.                   | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Loss Set Aside Expenditure         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need |
| Total Expenditures ne Item ID: 490-3-0009 Allocation Type Direct Allocation Account Name Elementary Early Interventionists Benefits Function Code 1000 - Instruction Please describe the expenditures withi Address learning loss in the areas of read  | \$235,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>In the account and how they will addre<br>ling, an additional teacher at these early<br>s.<br>\$0         | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Loss Set Aside Expenditure         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need |
| Total Expenditures Total Expenditures ne Item ID: 490-3-0009 Allocation Type Direct Allocation Account Name Elementary Early Interventionists Benefits Function Code 1000 - Instruction Please describe the expenditures withi Address learning loss in the areas of reac interventions with our special population Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$235,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>n the account and how they will address<br>ling, an additional teacher at these early<br>s.<br>\$0<br>\$0 | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Loss Set Aside Expenditure         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need |

| Allocation Type              | Is this Item for the 20% Minimuim      | Learning Loss Set Aside Expenditure   |
|------------------------------|--|---|
| Direct Allocation            | YES - this item is marked for Learning | Loss Set Aside Expenditure  |
| Account Name                 | Account Number                         |   |
| Phonics Curriculum Materials | 90-1000-600-001-00                     |   |
| Function Code                | Object Code                            | Allowable Use   |
| 1000 - Instruction           | 600 - SUPPLIES AND MATERIALS           | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

An explicit, shared phonics curriculum is necessary to address the district wide reading learning loss, especially with our special populations.

USD 490 is planning to purchase Really Great Reading for phonics instruction grades K-5. The Really Great Reading instructional program meets Tier 1 evidenced based requirements of ESSA.

Really Great Reading will be used in 490's Title I schoolwide Elem. buildings. This will be used as a Tier II and Tier III intervention as measured with FastBridge data. Students who are determined Tier II and Tier III can be from the subgroups that include students with disabilities and Foster Children.

| \$0      |                        |
|----------|------------------------|
| \$0      |                        |
| \$60,000 |                        |
| \$0      | <u>Status</u>          |
| \$60,000 | Approved               |
| -        | \$0<br>\$60,000<br>\$0 |

| Allocation Type             | Is this Item for the 20% Minimuim      | Learning Loss Set Aside Expenditure   |
|-----------------------------|--|---|
| Direct Allocation           | YES - this item is marked for Learning | Loss Set Aside Expenditure  |
| Account Name                | Account Number                         |   |
| Phonics Curriculum Stipends | 90-1000-100-001-00                     |   |
| Function Code               | Object Code                            | Allowable Use   |
| 1000 - Instruction          | 100 - Personal Services - Salaries     | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

Provide training on the an explicit, shared phonics curriculum is necessary to address the district wide reading learning loss, especially with our special populations.

This cost includes the price of a professional development trainer in addition to paying district PreK-5 staff to attend this training. 53 teachers @ \$20 per hour.

| Budgeted Expenditures in SFY 2021 | \$O      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$O      |               |
| Budgeted Expenditures in SFY 2023 | \$18,250 |               |
| Budgeted Expenditures in SFY 2024 | \$18,250 | <u>Status</u> |
| Total Expenditures                | \$36,500 | Approved      |
|                                   |          |               |

Line Item ID: 490-3-0012

| Allocation Type  | <u>Is this Item for the 20% Minimuim Le</u>  | arning Loss Set Aside Expenditure   |
|--|--|---|
| Direct Allocation  | YES - this item is marked for Learning L   | oss Set Aside Expenditure   |
| Account Name   | Account Number   |   |
| Phonics Curriculum Benefits  | 90-1000-200-001-00   |   |
| Function Code  | Object Code  | Allowable Use   |
| 1000 - Instruction   | 200 - EMPLOYEE BENEFITS  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures with  | in the account and how they will address   | a COVID-19 need   |
| Provide training on the an explicit, shared especially with our special populations.   | d phonics curriculum is necessary to addre   | ss the district wide reading learning loss,   |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$0  |   |
| Budgeted Expenditures in SFY 2023  | \$1,825  |   |
| Budgeted Expenditures in SFY 2024  | \$1,825  | <u>Status</u>   |
|  |  |   |
| ne Item ID: 490-3-0013   | \$3,650<br>Is this Item for the 20% Minimuim Le  | Approved arning Loss Set Aside Expenditure  |
| Total Expenditures Total Expenditures The Item ID: 490-3-0013 Allocation Type Direct Allocation  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin   | arning Loss Set Aside Expenditure   |
| Total Expenditures Ine Item ID: 490-3-0013 Allocation Type Direct Allocation Account Name  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number   | arning Loss Set Aside Expenditure   |
| Total Expenditures Total Expenditures The Item ID: 490-3-0013 Allocation Type Direct Allocation  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin   | arning Loss Set Aside Expenditure   |
| Total Expenditures Ine Item ID: 490-3-0013 Allocation Type Direct Allocation Account Name  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin<br>Account Number   | arning Loss Set Aside Expenditure   |
| Total Expenditures Total Expenditures The Item ID: 490-3-0013 Allocation Type Direct Allocation Account Name Retention Pay Salary  | Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>90-2213-330-001-00  | arning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to   |
| Total Expenditures Total Expenditures Ine Item ID: 490-3-0013 Allocation Type Direct Allocation Account Name Retention Pay Salary Function Code 2213 - Instructional Staff Training Services   | Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>90-2213-330-001-00<br>Object Code<br>330 - Professional Employee Training   | arning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Total Expenditures Ine Item ID: 490-3-0013 Allocation Type Direct Allocation Account Name Retention Pay Salary Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi Support and retain high quality staff. Momental, emotional, social). The amount is  | Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>90-2213-330-001-00<br>Object Code<br>330 - Professional Employee Training<br>and Development Services   | arning Loss Set Aside Expenditure         ng Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         S a COVID-19 need         ne all effects of learning loss (physical,         o loss of learning responsibilities |
| Total Expenditures Ine Item ID: 490-3-0013 Allocation Type Direct Allocation Account Name Retention Pay Salary Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi Support and retain high quality staff. Momental, emotional, social). The amount is  | Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>90-2213-330-001-00<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>in the account and how they will address<br>aintaining quality staff is critical to overcorn<br>s derived as a stipend for additional COVID  | arning Loss Set Aside Expenditure         ng Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         S a COVID-19 need         ne all effects of learning loss (physical,         o loss of learning responsibilities |
| Total Expenditures Total Expenditures Ine Item ID: 490-3-0013 Allocation Type Direct Allocation Account Name Retention Pay Salary Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi Support and retain high quality staff. Momental, emotional, social). The amount is throughout the school year. Each USD 4  | Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>90-2213-330-001-00<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>in the account and how they will address<br>aintaining quality staff is critical to overcom<br>s derived as a stipend for additional COVIE<br>90 staff member will receive \$1,000 per yea               | arning Loss Set Aside Expenditure         ng Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         S a COVID-19 need         ne all effects of learning loss (physical,         o loss of learning responsibilities |
| Total Expenditures Total Expenditures Ine Item ID: 490-3-0013 Allocation Type Direct Allocation Account Name Retention Pay Salary Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi Support and retain high quality staff. Mi mental, emotional, social). The amount is throughout the school year. Each USD 43 Budgeted Expenditures in SFY 2021  | Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>90-2213-330-001-00<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>in the account and how they will address<br>aintaining quality staff is critical to overcom<br>s derived as a stipend for additional COVIE<br>90 staff member will receive \$1,000 per yea<br>\$0        | arning Loss Set Aside Expenditure         ng Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         S a COVID-19 need         ne all effects of learning loss (physical,         o loss of learning responsibilities |
| Total Expenditures Total Expenditures Total Expenditures The Item ID: 490-3-0013 Allocation Type Direct Allocation Account Name Retention Pay Salary Function Code 2213 - Instructional Staff Training Services Please describe the expenditures withi Support and retain high quality staff. Momental, emotional, social). The amount is throughout the school year. Each USD 4 Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | Is this Item for the 20% Minimuim Lee<br>NO - this item is not marked for Learnin<br>Account Number<br>90-2213-330-001-00<br>Object Code<br>330 - Professional Employee Training<br>and Development Services<br>in the account and how they will address<br>aintaining quality staff is critical to overcom<br>s derived as a stipend for additional COVID<br>90 staff member will receive \$1,000 per yea<br>\$0<br>\$0 | arning Loss Set Aside Expenditure         ng Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         S a COVID-19 need         ne all effects of learning loss (physical,         o loss of learning responsibilities |

| Allocation Type  | Is this Item for the 20% Minimuim   | •  |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for Learn  | ning Loss Set Aside Expenditure  |
| Account Name   | Account Number  |  |
| Retention Pay Benefits   | 90-2213-200-001-00  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2213 - Instructional Staff Training<br>Services  | 200 - EMPLOYEE BENEFITS   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures with  | in the account and how they will addre  | ess a COVID-19 need  |
| Support and retain high quality staff. M<br>mental, emotional, social).  | aintaining quality staff is critical to overco  | ome all effects of learning loss (physical,  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |
| Budgeted Expenditures in SFY 2023  | \$3,300   |  |
| Budgeted Expenditures in SFY 2024  | \$3,300   | <u>Status</u>  |
|  |   | American   |
| ne Item ID: 490-3-0016 Allocation Type   |   | Approved Learning Loss Set Aside Expenditure   |
| Total Expenditures<br>ne Item ID: 490-3-0016<br>Allocation Type<br>Direct Allocation   |   | Learning Loss Set Aside Expenditure  |
| ne Item ID: 490-3-0016<br>Allocation Type  | Is this Item for the 20% Minimuim   | Learning Loss Set Aside Expenditure  |
| ne Item ID: 490-3-0016<br><u>Allocation Type</u><br>Direct Allocation  | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning   | Learning Loss Set Aside Expenditure  |
| ne Item ID: 490-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name   | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number   | Learning Loss Set Aside Expenditure  |
| ne Item ID: 490-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Elementary Early Interventionist Salary  | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-100-001-00   | Learning Loss Set Aside Expenditure  |
| ne Item ID: 490-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Elementary Early Interventionist Salary<br>Function Code<br>1000 - Instruction   | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-100-001-00<br>Object Code<br>100 - Personal Services - Salaries  | Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.   |
| ne Item ID: 490-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Elementary Early Interventionist Salary<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withing   | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-100-001-00<br>Object Code<br>100 - Personal Services - Salaries  | Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need   |
| ne Item ID: 490-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Elementary Early Interventionist Salary<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withing<br>Address learning loss in the areas of reaction<br>interventions with our special population  | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-100-001-00<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addre<br>ding, an additional teacher at these early<br>s.  | Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         grades will allow for more intensive literacy         or 22-23 & 2nd grade position 23-24): Salar |
| ne Item ID: 490-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Elementary Early Interventionist Salary<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>Address learning loss in the areas of read<br>interventions with our special population<br>Elementary Class Size Reduction Early Int<br>This was based on district class sizes, CC  | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-100-001-00<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addre<br>ding, an additional teacher at these early<br>s.  | Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         grades will allow for more intensive literacy         or 22-23 & 2nd grade position 23-24): Salar |
| ne Item ID: 490-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Elementary Early Interventionist Salary<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withing<br>Address learning loss in the areas of react<br>interventions with our special population<br>Elementary Class Size Reduction Early Int  | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-100-001-00<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addre<br>ding, an additional teacher at these early<br>is.   | Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         grades will allow for more intensive literacy         or 22-23 & 2nd grade position 23-24): Salar |
| ne Item ID: 490-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Elementary Early Interventionist Salary<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>Address learning loss in the areas of react<br>interventions with our special population<br>Elementary Class Size Reduction Early Int<br>This was based on district class sizes, CC<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-100-001-00<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addre<br>ling, an additional teacher at these early<br>is.   | Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         grades will allow for more intensive literacy         or 22-23 & 2nd grade position 23-24): Salar |
| ne Item ID: 490-3-0016<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Elementary Early Interventionist Salary<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>Address learning loss in the areas of read<br>interventions with our special population<br>Elementary Class Size Reduction Early Int<br>This was based on district class sizes, CC<br>Budgeted Expenditures in SFY 2021                                       | Is this Item for the 20% Minimum<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-100-001-00<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addre<br>ding, an additional teacher at these early<br>is.<br>ervention (2 years: 1st grade position for<br>VID interruptions, and learning loss data<br>\$0<br>\$0 | Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         grades will allow for more intensive literacy         or 22-23 & 2nd grade position 23-24): Salar |

| Allocation Type  | Is this Item for the 20% Minimuim  | Learning Loss Set Aside Expenditure  |
|--|--|--|
| Direct Allocation  | YES - this item is marked for Learning   | Loss Set Aside Expenditure   |
| Account Name   | Account Number   |  |
| Elementary Early Interventionist<br>Benefits   | 90-1000-200-001-00   |  |
| Function Code  | Object Code  | Allowable Use  |
| 1000 - Instruction   | 200 - EMPLOYEE BENEFITS  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures with  | in the account and how they will addre   | ess a COVID-19 need  |
| Address learning loss in the areas of read<br>interventions with our special population  | -  | grades will allow for more intensive literacy  |
| Budgeted Expenditures in SFY 2021  | \$0  |  |
| Budgeted Expenditures in SFY 2022  | \$0  |  |
| Budgeted Expenditures in SFY 2023  | \$12,661   |  |
| Budgeted Expenditures in SFY 2024  | \$12,661   | <u>Status</u>  |
| Total Expenditures   | \$25,322   | Approved   |
|  |  |  |
| ine Item ID: 490-3-0018<br><u>Allocation Type</u><br>Direct Allocation   | NO - this item is not marked for Lear  | Learning Loss Set Aside Expenditure<br>ning Loss Set Aside Expenditure   |
| Allocation Type<br>Direct Allocation<br>Account Name   | NO - this item is not marked for Lear<br>Account Number  | -  |
| Allocation Type<br>Direct Allocation   | NO - this item is not marked for Lear  | -  |
| Allocation Type<br>Direct Allocation<br>Account Name   | NO - this item is not marked for Lear<br>Account Number  |  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Link Crew  | NO - this item is not marked for Learn<br><u>Account Number</u><br>90-1000-300-001-00  | ning Loss Set Aside Expenditure  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Link Crew<br>Function Code   | NO - this item is not marked for Learn<br>Account Number<br>90-1000-300-001-00<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES  | Allowable Use<br>3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Link Crew<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Expand professional learning to grow stu<br>and learning loss for students. Link Crew<br>positive transitions for students moving   | NO - this item is not marked for Learn<br>Account Number<br>90-1000-300-001-00<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>in the account and how they will addre<br>udent mentoring program for the high sc<br>v staff will train USD 490 El Dorado High i<br>up to the high school. The yearly cost is   | Allowable Use<br>3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.<br>ess a COVID-19 need<br>hool. Transitions have impacted attendance   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Link Crew<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Expand professional learning to grow stu<br>and learning loss for students. Link Crew<br>positive transitions for students moving a<br>provides the Link Leader training and ori<br>two years.  | NO - this item is not marked for Learn<br>Account Number<br>90-1000-300-001-00<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>in the account and how they will addre<br>udent mentoring program for the high sc<br>v staff will train USD 490 El Dorado High i<br>up to the high school. The yearly cost is   | Allowable Use<br>3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.<br>ess a COVID-19 need<br>hool. Transitions have impacted attendance<br>School staff and students to promote<br>derived from The Boomerang Project which |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Link Crew<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Expand professional learning to grow stu<br>and learning loss for students. Link Crew<br>positive transitions for students moving a<br>provides the Link Leader training and original   | NO - this item is not marked for Learn<br>Account Number<br>90-1000-300-001-00<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>in the account and how they will addre<br>udent mentoring program for the high sc<br>v staff will train USD 490 El Dorado High<br>up to the high school. The yearly cost is<br>ientation for Link Leaders. This is a \$12,5               | Allowable Use<br>3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.<br>ess a COVID-19 need<br>hool. Transitions have impacted attendance<br>School staff and students to promote<br>derived from The Boomerang Project which |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Link Crew<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Expand professional learning to grow stu<br>and learning loss for students. Link Crew<br>positive transitions for students moving of<br>provides the Link Leader training and ori<br>two years.<br>Budgeted Expenditures in SFY 2021                                      | NO - this item is not marked for Lean<br>Account Number<br>90-1000-300-001-00<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>in the account and how they will addre<br>udent mentoring program for the high sc<br>v staff will train USD 490 El Dorado High<br>up to the high school. The yearly cost is<br>ientation for Link Leaders. This is a \$12,5                | Allowable Use<br>3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.<br>ess a COVID-19 need<br>hool. Transitions have impacted attendance<br>School staff and students to promote<br>derived from The Boomerang Project which |
| Allocation Type<br>Direct Allocation<br>Account Name<br>Link Crew<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Expand professional learning to grow stu<br>and learning loss for students. Link Crew<br>positive transitions for students moving of<br>provides the Link Leader training and ori<br>two years.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | NO - this item is not marked for Learn<br>Account Number<br>90-1000-300-001-00<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>in the account and how they will addre<br>udent mentoring program for the high sc<br>v staff will train USD 490 El Dorado High<br>up to the high school. The yearly cost is<br>ientation for Link Leaders. This is a \$12,5<br>\$0<br>\$0 | Allowable Use<br>3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.<br>ess a COVID-19 need<br>hool. Transitions have impacted attendance<br>School staff and students to promote<br>derived from The Boomerang Project which |

| Allocation Type  | <u>Is this Item for the 20% Minimui</u>  | m Learning Loss Set Aside Expenditure  |
|--|--|--|
| Direct Allocation  | NO - this item is not marked for Le  | earning Loss Set Aside Expenditure   |
| Account Name   | Account Number   |  |
| College & Career Specialist Salary   | 90-1000-100-001-00   |  |
| Function Code  | Object Code  | Allowable Use  |
| 1000 - Instruction   | 100 - Personal Services - Salaries   | 3 - Providing principals and other school leaders with resources to address individual school needs.   |
| Please describe the expenditures with  | nin the account and how they will ad   | dress a COVID-19 need  |
| Suport students in accessing additional  | post-secondary opportunities regardle  | ss of learning loss  |
| New position: College & Career Special   | ist (\$50.000/vear for 2 vears): EHS Sala  | arv  |
|  |  | ,  |
| Budgeted Expenditures in SFY 2021  | \$0<br>\$0   |  |
| Budgeted Expenditures in SFY 2022  | \$0<br>\$50.000  |  |
|  | \$50,000   |  |
| Budgeted Expenditures in SFY 2023  | ¢ 50,000   | Chatan   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0020  | \$50,000<br>\$100,000  | <u>Status</u><br>Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0020<br>Allocation Type   | \$100,000<br>Is this Item for the 20% Minimui  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 490-3-0020<br>Allocation Type<br>Direct Allocation   | \$100,000<br>Is this Item for the 20% Minimui<br>NO - this item is not marked for Le   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$100,000<br>Is this Item for the 20% Minimui<br>NO - this item is not marked for Le<br>Account Number   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name<br>College & Career Specialist Benefits  | \$100,000<br><u>Is this Item for the 20% Minimui</u><br>NO - this item is not marked for Le<br><u>Account Number</u><br>90-1000-200-001-00   | Approved<br>m Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name<br>College & Career Specialist Benefits<br>Function Code   | \$100,000<br>Is this Item for the 20% Minimui<br>NO - this item is not marked for Le<br>Account Number<br>90-1000-200-001-00<br>Object Code  | Approved<br><b>m Learning Loss Set Aside Expenditure</b><br>earning Loss Set Aside Expenditure<br><b>Allowable Use</b>   |
| 2  | \$100,000<br><u>Is this Item for the 20% Minimui</u><br>NO - this item is not marked for Le<br><u>Account Number</u><br>90-1000-200-001-00   | Approved<br><b>m Learning Loss Set Aside Expenditure</b><br>earning Loss Set Aside Expenditure<br><b>Allowable Use</b>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name<br>College & Career Specialist Benefits<br>Function Code<br>1000 - Instruction   | \$100,000<br>Is this Item for the 20% Minimui<br>NO - this item is not marked for Le<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS   | Approved<br>m Learning Loss Set Aside Expenditure earning Loss Set Aside Expenditure<br>Allowable Use<br>3 - Providing principals and other school leaders with resources to address individual school needs.                          |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name<br>College & Career Specialist Benefits<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with  | \$100,000<br>Is this Item for the 20% Minimui<br>NO - this item is not marked for Le<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>hin the account and how they will ad   | Approved<br>m Learning Loss Set Aside Expenditure earning Loss Set Aside Expenditure<br>Allowable Use<br>3 - Providing principals and other school leaders with resources to address individual school needs.<br>dress a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name<br>College & Career Specialist Benefits<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Suport students in accessing additional   | \$100,000<br>Is this Item for the 20% Minimui<br>NO - this item is not marked for Le<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>hin the account and how they will ad   | Approved<br>m Learning Loss Set Aside Expenditure earning Loss Set Aside Expenditure<br>Allowable Use<br>3 - Providing principals and other school leaders with resources to address individual school needs.<br>dress a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name<br>College & Career Specialist Benefits<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Suport students in accessing additional<br>Budgeted Expenditures in SFY 2021                                      | \$100,000<br>Is this Item for the 20% Minimui<br>NO - this item is not marked for Le<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>hin the account and how they will ad<br>post-secondary opportunities regardle                      | Approved<br>m Learning Loss Set Aside Expenditure earning Loss Set Aside Expenditure<br>Allowable Use<br>3 - Providing principals and other school leaders with resources to address individual school needs.<br>dress a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name<br>College & Career Specialist Benefits<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Suport students in accessing additional<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$100,000<br>Is this Item for the 20% Minimui<br>NO - this item is not marked for Le<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>hin the account and how they will ad<br>post-secondary opportunities regardle<br>\$0               | Approved<br>m Learning Loss Set Aside Expenditure earning Loss Set Aside Expenditure<br>Allowable Use<br>3 - Providing principals and other school leaders with resources to address individual school needs.<br>dress a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 490-3-0020<br>Allocation Type<br>Direct Allocation<br>Account Name<br>College & Career Specialist Benefits<br>Function Code  | \$100,000<br>Is this Item for the 20% Minimui<br>NO - this item is not marked for Le<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>hin the account and how they will ad<br>post-secondary opportunities regardle<br>\$0<br>\$0<br>\$0 | Approved<br>m Learning Loss Set Aside Expenditure earning Loss Set Aside Expenditure<br>Allowable Use<br>3 - Providing principals and other school leaders with resources to address individual school needs.<br>dress a COVID-19 need |

| Allocation Type   |   | Learning Loss Set Aside Expenditure   |
|---|---|---|
| Direct Allocation   | NO - this item is not marked for Lear   | ning Loss Set Aside Expenditure   |
| Account Name  | Account Number  |   |
| Building Flex Substitue Salary  | 90-1000-100-001-00  |   |
| Function Code   | Object Code   | Allowable Use   |
| 1000 - Instruction  | 100 - Personal Services - Salaries  | 3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.  |
| Please describe the expenditures with   | in the account and how they will addre  | ess a COVID-19 need   |
| -   | -   | e due to Covid. Each of the 6 buildings has 1   |
| Budgeted Expenditures in SFY 2021   | \$0   |   |
| Budgeted Expenditures in SFY 2022   | \$0   |   |
| Budgeted Expenditures in SFY 2023   | \$225,250   |   |
| ··· J···· ·· ·· ·· ·· ··  |   |   |
| •   | \$225,250   | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Fotal Expenditures   | \$225,250<br>\$450,500  | <u>Status</u><br>Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0022   |   |   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0022   | \$450,500   |   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   | \$450,500   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0022<br>Allocation Type  | \$450,500<br>Is this Item for the 20% Minimuim  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0022<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$450,500<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Learn  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0022<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Building Flex Substitue Benefits   | \$450,500<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Learn<br>Account Number  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0022<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Building Flex Substitue Benefits<br>Function Code  | \$450,500<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Learn<br>Account Number<br>90-1000-200-001-00  | Approved<br>Learning Loss Set Aside Expenditure<br>ning Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0022<br>Allocation Type<br>Direct Allocation   | \$450,500<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Learn<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS  | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         3 - Providing principals and other         school leaders with resources to         address individual school needs. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0022<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Building Flex Substitue Benefits<br>Function Code<br>1000 - Instruction  | \$450,500<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Learn<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>in the account and how they will addre  | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         3 - Providing principals and other         school leaders with resources to         address individual school needs. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>The Item ID: 490-3-0022<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Building Flex Substitue Benefits<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withing<br>Longterm Building Subs to cover staff our<br>ongterm building sub.   | \$450,500<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Learn<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>in the account and how they will addre  | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         3 - Providing principals and other         school leaders with resources to         address individual school needs. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>The Item ID: 490-3-0022<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Building Flex Substitue Benefits<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withing<br>Longterm Building Subs to cover staff our<br>ongterm building sub.<br>Budgeted Expenditures in SFY 2021                                      | \$450,500<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Learn<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>in the account and how they will address<br>itages out for isolation and/or quarantine                    | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         3 - Providing principals and other         school leaders with resources to         address individual school needs. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Ine Item ID: 490-3-0022<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Building Flex Substitue Benefits<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withit<br>Longterm Building Subs to cover staff our<br>longterm building sub.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$450,500<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Learn<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>in the account and how they will addre<br>stages out for isolation and/or quarantine<br>\$0               | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         3 - Providing principals and other         school leaders with resources to         address individual school needs. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0022<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Building Flex Substitue Benefits<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withit<br>Longterm Building Subs to cover staff ou   | \$450,500<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Learn<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>in the account and how they will addre<br>stages out for isolation and/or quarantine<br>\$0<br>\$0<br>\$0 | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         3 - Providing principals and other         school leaders with resources to         address individual school needs. |

| Allocation Type  | Is this Item for the 20% Minimum  | Learning Loss Set Aside Expenditure  |
|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning  | g Loss Set Aside Expenditure   |
| Account Name   | Account Number  |  |
| Seminar Curriculum Team Salary   | 90-1000-100-001-00  |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 100 - Personal Services - Salaries  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures withi   | in the account and how they will addro  | ess a COVID-19 need  |
| Create curricular materials to address lea<br>Seminar Curriculum Team (\$2,000/year fo   | 5 5 5   | gement with our special populations.<br>s. 10 staff members @ 10 hours per year.   |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |
|  |   |  |
| Budgeted Expenditures in SFY 2023  | \$2,000   |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024   | \$2,000<br>\$2,000  | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0024  | \$2,000<br>\$4,000  | <u>Status</u><br>Approved<br>Learning Loss Set Aside Expenditure   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 490-3-0024<br>Allocation Type<br>Direct Allocation   | \$2,000<br>\$4,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 490-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$2,000<br>\$4,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 490-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Seminar Curriculum Team Benefits   | \$2,000<br>\$4,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-200-001-00   | Approved<br>Learning Loss Set Aside Expenditure<br>g Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 490-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Seminar Curriculum Team Benefits<br>Function Code  | \$2,000<br>\$4,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-200-001-00<br>Object Code  | Approved  Learning Loss Set Aside Expenditure g Loss Set Aside Expenditure Allowable Use   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 490-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Seminar Curriculum Team Benefits   | \$2,000<br>\$4,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-200-001-00   | Approved<br>Learning Loss Set Aside Expenditure<br>g Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Seminar Curriculum Team Benefits<br>Function Code<br>1000 - Instruction   | \$2,000<br>\$4,000<br><b>Is this Item for the 20% Minimuim</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>90-1000-200-001-00<br><b>Object Code</b><br>200 - EMPLOYEE BENEFITS  | Approved         Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Seminar Curriculum Team Benefits<br>Function Code   | \$2,000<br>\$4,000<br><b>Is this Item for the 20% Minimuim</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>90-1000-200-001-00<br><b>Object Code</b><br>200 - EMPLOYEE BENEFITS<br>in the account and how they will addre  | Approved         Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need                                      |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Seminar Curriculum Team Benefits<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Create curricular materials to address lea   | \$2,000<br>\$4,000<br><b>Is this Item for the 20% Minimuim</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>90-1000-200-001-00<br><b>Object Code</b><br>200 - EMPLOYEE BENEFITS<br>in the account and how they will addre  | Approved         Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need                                      |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Seminar Curriculum Team Benefits<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Create curricular materials to address lea<br>Budgeted Expenditures in SFY 2021                                      | \$2,000<br>\$4,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-200-001-00<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>in the account and how they will addre<br>rning loss and encourage student engage  | Approved         Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need                                      |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Seminar Curriculum Team Benefits<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Create curricular materials to address lea<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$2,000<br>\$4,000<br><b>Is this Item for the 20% Minimuim</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>90-1000-200-001-00<br><b>Object Code</b><br>200 - EMPLOYEE BENEFITS<br><b>in the account and how they will addre</b><br>rning loss and encourage student engag                                 | Approved         Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need                                      |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 490-3-0024<br>Allocation Type<br>Direct Allocation<br>Account Name<br>Seminar Curriculum Team Benefits<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi   | \$2,000<br>\$4,000<br>\$4,000<br><b>Is this Item for the 20% Minimuim</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>90-1000-200-001-00<br><b>Object Code</b><br>200 - EMPLOYEE BENEFITS<br><b>in the account and how they will addre</b><br>rning loss and encourage student engag<br>\$0<br>\$0<br>\$0 | Approved         Learning Loss Set Aside Expenditure         g Loss Set Aside Expenditure         g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |   |
|--|---|---|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |
| Account Name   | Account Number  |   |
| Mental Health Staff Benefits   | 90-2200-200-001-00  |   |
| Function Code  | Object Code   | Allowable Use   |
| 2200 - Support Services (Instructional<br>Staff)   | 200 - EMPLOYEE BENEFITS   | 10 - Providing mental health services and supports.   |
| Please describe the expenditures with  | in the account and how they will addre  | ess a COVID-19 need   |
| Mental health staff will support students<br>to learn.   | by addressing the SEL and behavioral ne   | eeds which are impacting the child's abilitiy   |
| Budgeted Expenditures in SFY 2021  | \$0   |   |
| Budgeted Expenditures in SFY 2022  | \$0   |   |
| Budgeted Expenditures in SFY 2023  | \$17,850  |   |
| Budgeted Expenditures in SFY 2024  | \$17,850  | <u>Status</u>   |
| Total Expenditures   | \$35,700  | Approved  |
|  |   |   |
|  |   |   |
| ne Item ID: 490-3-0031   |   |   |
|  | Is this Item for the 20% Minimuim   | Learning Loss Set Aside Expenditure   |
| Allocation Type  | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning   | <b>-</b> .  |
| ne Item ID: 490-3-0031<br><u>Allocation Type</u><br>Direct Allocation<br>Account Name  | YES - this item is marked for Learning  |   |
| <u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u>   | YES - this item is marked for Learning<br>Account Number  | - ·   |
| <u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>After School Tutoring Salary   | YES - this item is marked for Learning<br><u>Account Number</u><br>90-1000-100-001-00   | g Loss Set Aside Expenditure  |
| <u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>After School Tutoring Salary<br><b>Function Code</b>   | YES - this item is marked for Learning<br><u>Account Number</u><br>90-1000-100-001-00<br><b>Object Code</b>   | g Loss Set Aside Expenditure Allowable Use  |
| Allocation Type  | YES - this item is marked for Learning<br><u>Account Number</u><br>90-1000-100-001-00   | g Loss Set Aside Expenditure  |
| <u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>After School Tutoring Salary<br><b>Function Code</b><br>1000 - Instruction   | YES - this item is marked for Learning<br><u>Account Number</u><br>90-1000-100-001-00<br><u>Object Code</u><br>100 - Personal Services - Salaries   | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>After School Tutoring Salary<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with   | YES - this item is marked for Learning<br>Account Number<br>90-1000-100-001-00<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addre   | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.  |
| <u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>After School Tutoring Salary<br><b>Function Code</b><br>1000 - Instruction   | YES - this item is marked for Learning<br>Account Number<br>90-1000-100-001-00<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addre<br>s specific student academic gaps due to be<br>pers per building<br>th teachers on remedial skills (\$15,000/yeing Program (\$15,000/year for 2 years):<br>ing Program (\$15,000/year for 2 years):   | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ress a COVID-19 need<br>learning loss.<br>rear for 2 years): EMS Salary<br>BE Salary<br>GE Salary |
| Allocation Type<br>Direct Allocation<br>Account Name<br>After School Tutoring Salary<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>After school tutoring program to address<br>Figured @ \$25 per hour for 4 staff memb<br>After School Tutoring - students work wi<br>Remedial/Enrichment After School Tutor<br>Remedial/Enrichment After School Tutor<br>Remedial/Enrichment After School Tutor   | YES - this item is marked for Learning<br>Account Number<br>90-1000-100-001-00<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addre<br>s specific student academic gaps due to be<br>pers per building<br>th teachers on remedial skills (\$15,000/yeing Program (\$15,000/year for 2 years):<br>ing Program (\$15,000/year for 2 years):   | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ress a COVID-19 need<br>learning loss.<br>rear for 2 years): EMS Salary<br>BE Salary<br>GE Salary |
| Allocation Type<br>Direct Allocation<br>Account Name<br>After School Tutoring Salary<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>After school tutoring program to address<br>Figured @ \$25 per hour for 4 staff memb<br>After School Tutoring - students work wi<br>Remedial/Enrichment After School Tutor<br>Remedial/Enrichment After School Tutor<br>Remedial/Enrichment After School Tutor<br>Remedial/Enrichment After School Tutor<br>Remedial/Enrichment After School Tutor                                 | YES - this item is marked for Learning<br>Account Number<br>90-1000-100-001-00<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will address<br>in the account and how they will address<br>is specific student academic gaps due to be<br>bers per building<br>th teachers on remedial skills (\$15,000/yei<br>ing Program (\$15,000/year for 2 years):<br>ing Program (\$15,000/year for 2 years):<br>ing Program (\$15,000/year for 2 years):   | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ress a COVID-19 need<br>learning loss.<br>rear for 2 years): EMS Salary<br>BE Salary<br>GE Salary |
| Allocation Type<br>Direct Allocation<br>Account Name<br>After School Tutoring Salary<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>After school tutoring program to address<br>Figured @ \$25 per hour for 4 staff memb<br>After School Tutoring - students work wi<br>Remedial/Enrichment After School Tutor<br>Remedial/Enrichment After School Tutor<br>Remedial/Enrichment After School Tutor<br>Remedial/Enrichment After School Tutor<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | YES - this item is marked for Learning<br>Account Number<br>90-1000-100-001-00<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addre<br>is specific student academic gaps due to<br>bers per building<br>th teachers on remedial skills (\$15,000/yei<br>ing Program (\$15,000/year for 2 years):<br>ing Program (\$15,000/year for 2 years):<br>\$0 | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ress a COVID-19 need<br>learning loss.<br>rear for 2 years): EMS Salary<br>BE Salary<br>GE Salary |
| Allocation Type<br>Direct Allocation<br>Account Name<br>After School Tutoring Salary<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>After school tutoring program to address<br>Figured @ \$25 per hour for 4 staff memb<br>After School Tutoring - students work wi<br>Remedial/Enrichment After School Tutor<br>Remedial/Enrichment After School Tutor   | YES - this item is marked for Learning<br>Account Number<br>90-1000-100-001-00<br>Object Code<br>100 - Personal Services - Salaries<br>in the account and how they will addre<br>s specific student academic gaps due to b<br>pers per building<br>th teachers on remedial skills (\$15,000/ye<br>ing Program (\$15,000/year for 2 years):<br>ing Program (\$15,000/year for 2 years):<br>ing Program (\$15,000/year for 2 years):<br>\$0<br>\$0<br>\$0<br>\$0  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ress a COVID-19 need<br>learning loss.<br>rear for 2 years): EMS Salary<br>BE Salary<br>GE Salary |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |  |
|--|--|--|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name   | Account Number<br>90-1000-200-001-00   |  |  |
| After School Tutoring Benefits   |  |  |  |
| Function Code  | Object Code  | Allowable Use  |  |
| 1000 - Instruction   | 200 - EMPLOYEE BENEFITS  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |  |
| Please describe the expenditures with  | in the account and how they will addre   | ess a COVID-19 need  |  |
| After school tutoring program to address   | s specific student academic gaps due to l  | learning loss.   |  |
| Budgeted Expenditures in SFY 2021  | \$0  |  |  |
| Budgeted Expenditures in SFY 2022  | \$0  |  |  |
| Budgeted Expenditures in SFY 2023  | \$6,000  |  |  |
|  | \$6,000  | <u>Status</u>  |  |
| Budgeted Expenditures in SFY 2024  | \$0,000  |  |  |
| Total Expenditures<br>ine Item ID: 490-3-0033<br>Allocation Type<br>Direct Allocation  | \$12,000<br>Is this Item for the 20% Minimum<br>YES - this item is marked for Learning   | Approved   |  |
| Total Expenditures Ine Item ID: 490-3-0033 Allocation Type Direct Allocation Account Name  | \$12,000   | Approved   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 490-3-0033<br>Allocation Type<br>Direct Allocation<br>Account Name<br>IXL Intervention<br>Function Code  | \$12,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number  | Approved   |  |
| Total Expenditures<br>ine Item ID: 490-3-0033<br>Allocation Type<br>Direct Allocation<br>Account Name<br>IXL Intervention  | \$12,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-600-001-00  | Approved<br>Learning Loss Set Aside Expenditure  |  |
| Total Expenditures ne Item ID: 490-3-0033 Allocation Type Direct Allocation Account Name IXL Intervention Function Code 1000 - Instruction   | \$12,000<br>Is this Item for the 20% Minimum I<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-600-001-00<br>Object Code<br>600 - SUPPLIES AND MATERIALS  | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations. |  |
| Total Expenditures Total Expenditures The Item ID: 490-3-0033 Allocation Type Direct Allocation Account Name IXL Intervention Function Code  | \$12,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-600-001-00<br>Object Code<br>600 - SUPPLIES AND MATERIALS<br>in the account and how they will addre   | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations. |  |
| Total Expenditures ne Item ID: 490-3-0033 Allocation Type Direct Allocation Account Name IXL Intervention Function Code 1000 - Instruction Please describe the expenditures withi Evidenced based intervention for learning  | \$12,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-600-001-00<br>Object Code<br>600 - SUPPLIES AND MATERIALS<br>in the account and how they will addre<br>g loss in Math   | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations. |  |
| Total Expenditures ne Item ID: 490-3-0033 Allocation Type Direct Allocation Account Name IXL Intervention Function Code 1000 - Instruction Please describe the expenditures withi Evidenced based intervention for learning  | \$12,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-600-001-00<br>Object Code<br>600 - SUPPLIES AND MATERIALS<br>in the account and how they will addre<br>g loss in Math   | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         esss a COVID-19 need       |  |
| Total Expenditures ne Item ID: 490-3-0033 Allocation Type Direct Allocation Account Name IXL Intervention Function Code 1000 - Instruction Please describe the expenditures withi Evidenced based intervention for learning USD 490 will be purchasing four (4) build  | \$12,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-600-001-00<br>Object Code<br>600 - SUPPLIES AND MATERIALS<br>in the account and how they will addre<br>g loss in Math<br>ling-wide subscriptions to IXL Math for a                      | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         esss a COVID-19 need       |  |
| Total Expenditures ne Item ID: 490-3-0033 Allocation Type Direct Allocation Account Name IXL Intervention Function Code 1000 - Instruction Please describe the expenditures withit Evidenced based intervention for learning USD 490 will be purchasing four (4) build Budgeted Expenditures in SFY 2021                                   | \$12,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-600-001-00<br>Object Code<br>600 - SUPPLIES AND MATERIALS<br>in the account and how they will addre<br>g loss in Math<br>ling-wide subscriptions to IXL Math for a<br>\$0               | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         esss a COVID-19 need       |  |
| Total Expenditures ne Item ID: 490-3-0033 Allocation Type Direct Allocation Account Name IXL Intervention Function Code 1000 - Instruction Please describe the expenditures withit Evidenced based intervention for learning USD 490 will be purchasing four (4) build Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$12,000<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>90-1000-600-001-00<br>Object Code<br>600 - SUPPLIES AND MATERIALS<br>in the account and how they will addre<br>g loss in Math<br>ling-wide subscriptions to IXL Math for a<br>\$0<br>\$0<br>\$0 | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         esss a COVID-19 need       |  |

| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure          |                                     |  |
|---|--|-------------------------------------|--|
| Account Name  | Account Number   |                                     |  |
| Lexia Intervention  | 90-1000-600-001-00   |                                     |  |
| Function Code   | Object Code  | Allowable Use                       |  |
| 1000 - Instruction  | 600 - SUPPLIES AND MATERIALS   | 12 - Addressing learning loss among |  |
|   |  |                                     |  |
| <b>Please describe the expenditures withi</b><br>Evidenced based intervention for learning<br>USD 490 will be purchasing three (3) buil<br>access grade K-5.                          | g loss in Reading  |                                     |  |
| Evidenced based intervention for learning<br>USD 490 will be purchasing three (3) buil<br>access grade K-5.   | g loss in Reading<br>ding-wide subscriptions to Lexia Core 5               | populations.                        |  |
| Evidenced based intervention for learning<br>USD 490 will be purchasing three (3) buil<br>access grade K-5.<br>Budgeted Expenditures in SFY 2021                                      | g loss in Reading<br>ding-wide subscriptions to Lexia Core 5<br>\$0        | populations.                        |  |
| Evidenced based intervention for learning<br>USD 490 will be purchasing three (3) buil<br>access grade K-5.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | g loss in Reading<br>ding-wide subscriptions to Lexia Core 5               | populations.                        |  |
| Evidenced based intervention for learning<br>USD 490 will be purchasing three (3) buil<br>access grade K-5.<br>Budgeted Expenditures in SFY 2021                                      | g loss in Reading<br>ding-wide subscriptions to Lexia Core 5<br>\$0<br>\$0 | populations.                        |  |

| Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|---|--|--|
| YES - this item is marked for Learning Loss Set Aside Expenditure     |  |  |
| Account Number  |  |  |
| 90-1000-700-001-00  |  |  |
| Object Code   | Allowable Use  |  |
| 700 - PROPERTY  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.                    |  |
| n the account and how they wi   | ill address a COVID-19 need  |  |
| ioral interventions including sen                                     | sory room materials, decodable books, math   |  |
|   | YES - this item is marked for L<br>Account Number<br>90-1000-700-001-00<br>Object Code<br>700 - PROPERTY |  |

| BE Sensory Room Equipment: flexible furnit  | ure, kinestic tools, manipu | ulatives - \$6,800 |  |  |  |  |  |                              |                  |
|---|-----------------------------|--------------------|--|--|--|--|--|------------------------------|------------------|
| BE Decodable Books for Learning Loss (\$100/teacher for 18 teachers) = \$1,800<br>GE Phonics Student Support Kits (8 sets) = \$4,200<br>GE High Noon Decodable books = \$10,199<br>GE Sensory Room: kinestic tools, manipulatives = \$6,800 |                             |                    |  |  |  |  |  |                              |                  |
|   |                             |                    |  |  |  |  | GE Versa Tiles Math Classroom Kits - 12 Grad | de appropriate kits (299.9   | 9/kit) = \$3,600 |
|   |                             |                    |  |  |  |  | GE Lakeshore mirrors from LETRS Training (2  | 24 sets - 21.99/set) = \$530 | )                |
|   |                             |                    |  |  |  |  | SE High Noon Decodable books = \$5,976       |                              |                  |
|   |                             |                    |  |  |  |  |  |                              |                  |
| Budgeted Expenditures in SFY 2021   | \$0                         |                    |  |  |  |  |  |                              |                  |
|   | ·                           |                    |  |  |  |  |  |                              |                  |
| Budgeted Expenditures in SFY 2022   | \$0                         |                    |  |  |  |  |  |                              |                  |
| Budgeted Expenditures in SFY 2023   | \$39,905                    |                    |  |  |  |  |  |                              |                  |
| Budgeted Expenditures in SFY 2024   | \$0                         | <u>Status</u>      |  |  |  |  |  |                              |                  |
| -<br>Total Expenditures   | \$39,905                    | Approved           |  |  |  |  |  |                              |                  |
|   |                             |                    |  |  |  |  |  |                              |                  |
|   |                             |                    |  |  |  |  |  |                              |                  |

Line Item ID: 490-3-0036

| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure  |   |  |  |
|---|--|---|--|--|
|   |  |   |  |  |
| Account Name  | Account Number   |   |  |  |
| Summer Services   | 90-1000-100-001-00   |   |  |  |
| Function Code   | Object Code  | Allowable Use   |  |  |
| 1000 - Instruction  | 100 - Personal Services - Salaries   | 12 - Addressing learning loss among                           |  |  |
|   |  | students, including vulnerable populations.                   |  |  |
|   |  |   |  |  |
| <b>Please describe the expenditures with</b><br>Address learning loss in the areas of read<br>Provide summer instruction for students   | ding and math to allow for more intensiv   |   |  |  |
| Address learning loss in the areas of read<br>Provide summer instruction for students<br>K-12 summer school instructors (50,000/  | ding and math to allow for more intensiv<br>who have demonstrated learning loss.<br>year for 2 years): District Salary                                       |   |  |  |
| Address learning loss in the areas of read<br>Provide summer instruction for students<br>K-12 summer school instructors (50,000/<br><b>Budgeted Expenditures in SFY 2021</b>  | ding and math to allow for more intensiv<br>who have demonstrated learning loss.<br>year for 2 years): District Salary<br>\$0                                |   |  |  |
| Address learning loss in the areas of read<br>Provide summer instruction for students<br>K-12 summer school instructors (50,000/<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | ding and math to allow for more intensiv<br>who have demonstrated learning loss.<br>year for 2 years): District Salary<br>\$0<br>\$0                         |   |  |  |
| Address learning loss in the areas of read<br>Provide summer instruction for students<br>K-12 summer school instructors (50,000/<br><b>Budgeted Expenditures in SFY 2021</b>  | ding and math to allow for more intensiv<br>who have demonstrated learning loss.<br>year for 2 years): District Salary<br>\$0                                | ess a COVID-19 need   |  |  |
| Address learning loss in the areas of read<br>Provide summer instruction for students<br>K-12 summer school instructors (50,000/<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | ding and math to allow for more intensiv<br>who have demonstrated learning loss.<br>year for 2 years): District Salary<br>\$0<br>\$0                         |   |  |  |
| Address learning loss in the areas of read<br>Provide summer instruction for students<br>K-12 summer school instructors (50,000/<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | ding and math to allow for more intensiv<br>who have demonstrated learning loss.<br>(year for 2 years): District Salary<br>\$0<br>\$0<br>\$50,000            | e interventions with our special population                   |  |  |
| Address learning loss in the areas of read<br>Provide summer instruction for students<br>K-12 summer school instructors (50,000/<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023 | ding and math to allow for more intensiv<br>who have demonstrated learning loss.<br>gear for 2 years): District Salary<br>\$0<br>\$0<br>\$50,000<br>\$50,000 | e interventions with our special population:<br><u>Status</u> |  |  |

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |   |  |  |  |
|---|--|---|--|--|--|
| Direct Allocation   | YES - this item is marked for Lea  | arning Loss Set Aside Expenditure   |  |  |  |
| Account Name  | Account Number   |   |  |  |  |
| Summer Services   | 90-1000-200-001-00   |   |  |  |  |
| Function Code   | Object Code  | Allowable Use   |  |  |  |
| 1000 - Instruction  | 200 - EMPLOYEE BENEFITS  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |  |
|   |  |   |  |  |  |
| Please describe the expenditures with<br>Address learning loss in the areas of read<br>Provide summer instruction for students  | ling and math to allow for more int  | tensive interventions with our special population                                     |  |  |  |
| Address learning loss in the areas of read<br>Provide summer instruction for students   | ling and math to allow for more int<br>who have demonstrated learning lo   | tensive interventions with our special population                                     |  |  |  |
| Address learning loss in the areas of read<br>Provide summer instruction for students   | ling and math to allow for more int<br>who have demonstrated learning lo   | tensive interventions with our special population                                     |  |  |  |
| Address learning loss in the areas of read<br>Provide summer instruction for students<br>K-12 summer school instructors (\$8,250/   | ling and math to allow for more int<br>who have demonstrated learning lo<br>year for 2 years): District Benefits                                     | tensive interventions with our special population                                     |  |  |  |
| Address learning loss in the areas of read<br>Provide summer instruction for students<br>K-12 summer school instructors (\$8,250/<br>Budgeted Expenditures in SFY 2021  | ling and math to allow for more int<br>who have demonstrated learning lo<br>year for 2 years): District Benefits<br>\$0                              | tensive interventions with our special population                                     |  |  |  |
| Address learning loss in the areas of read<br>Provide summer instruction for students<br>K-12 summer school instructors (\$8,250/<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | ling and math to allow for more int<br>who have demonstrated learning lo<br>year for 2 years): District Benefits<br>\$0<br>\$0                       | tensive interventions with our special population                                     |  |  |  |
| Address learning loss in the areas of read<br>Provide summer instruction for students<br>K-12 summer school instructors (\$8,250/<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | ling and math to allow for more int<br>who have demonstrated learning lo<br>year for 2 years): District Benefits<br>\$0<br>\$0<br>\$8,250            | tensive interventions with our special population<br>oss.                             |  |  |  |
| Address learning loss in the areas of read<br>Provide summer instruction for students<br>K-12 summer school instructors (\$8,250/<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | ling and math to allow for more int<br>who have demonstrated learning lo<br>year for 2 years): District Benefits<br>\$0<br>\$0<br>\$8,250<br>\$8,250 | tensive interventions with our special population<br>oss.<br><u>Status</u>            |  |  |  |

| Allocation Type                               | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |  |
|---|---|---|--|--|
| Direct Allocation                             | NO - this item is not marked for Learn                                | ning Loss Set Aside Expenditure                                     |  |  |
| Account Name                                  | Account Number  |   |  |  |
| Mental Health Staff Salary                    | 90-2200-100-001-00  |   |  |  |
| Function Code                                 | Object Code   | Allowable Use   |  |  |
| 2200 - Support Services (Instructional Staff) | 100 - Personal Services - Salaries                                    | 3 - Providing principals and other school leaders with resources to |  |  |

address individual school needs.

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

Mental health staff and Family support staff will support students by addressing the SEL and behavioral needs which are impacting the child's ability to learn. Staff will also work with students and families to engage in school including school attendance and career planning

Social/Emotional - Community Engagement Coordinator (\$80,000/year for 2 years): District Salary Social/Emotional - Student Engagement Coordinator (\$60,000/year for 2 years): EHS Salary Mental Health Services- Social Worker (\$50,000/year for 1 years): District Salary Mental Health Services- Behavior Specialist (\$80,000/year for 1 years): District Salary

| Budgeted Expenditures in SFY 2021            | \$0       |               |
|--|-----------|---------------|
| Budgeted Expenditures in SFY 2022            | \$0       |               |
| Budgeted Expenditures in SFY 2023            | \$140,000 |               |
| Budgeted Expenditures in SFY 2024            | \$270,000 | <u>Status</u> |
| Total Expenditures                           | \$410,000 | Approved      |
| Line Item Comment from KSDE<br>New Line Item |           |               |

# **ESSER III APPLICATION FOR D0497**

#### <u>Status</u> Approved

#### **KSDE Application Comments**

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA.

#### **Current Directory Information**

| <u>District</u>     | Address                                       | Mail Address                                  |
|---------------------|---|---|
| Lawrence            | 110 McDonald Drive, Lawrence, KS<br>660441063 | 110 McDonald Drive, Lawrence, KS<br>660441063 |
| Superintendent Name | Superintendent E-mail Address                 | Superintendent Phone Number                   |
| Anthony Lewis       | Anthony.Lewis@usd497.org                      | (785) 832-5000                                |

#### Authorized Representative of the District Information

| <u>e E-mail Address</u>                             | Phone Number   |
|---|--|
| ,             | (785) 330-2376   |
| Other District Representa                           | ative 1 - E-mail Address   |
| kevin.etzel@usd497.org                              |  |
| Other District Representa<br>Kevin.Etzel@usd497.org | ative 2 - E-mail Address   |
| rer   | rrer/Executive cynde.frick@usd497.org<br>nce<br><u>Other District Representa</u><br>kevin.etzel@usd497.org<br><u>Other District Representa</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.usd497.org/covid19

#### **Use of Funds for CDC Guidance**

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

The district continues to follow CDC guidance on reopening schools, using ESSER III funds to support smaller class sizes, continued use of PPE and sanitization of all areas is a high priority. An air quality study was done for all district buildings and a plan developed for improvements in this area to be done with ESSER III funding.

#### **Stakeholder Engagement**

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

#### Students

The district invited secondary students to participate in a ThoughtExchange to provide their thoughts and rate others to identify student priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 393 or 17% were students. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at https://bit.ly/ESSERThoughtExchange.

In addition, the district regularly invites student feedback through school culture and climate surveys, public forums, the Superintendent's Student Advisory Council, school student organizations, K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

#### Families

The district invited all parents and guardians to participate in a ThoughtExchange to provide their thoughts and rate others to identify parent/guardians' priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 1,429 or 60% were parents/guardians. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at https://bit.ly/ESSERThoughtExchange.

In addition, the district regularly invites parent/guardian feedback through school culture and climate surveys, public forums, school parent organizations, site councils, and school and district parent advisory committees; K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

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

The district invited all school and district administrators to participate in a ThoughtExchange to provide their thoughts and rate others to identify their priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 16 or 1% were school or district administrators. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at https://bit.ly/ESSERThoughtExchange.

In addition, the district invited each building administrator to work with their school staff to identify needs and submit requests for ESSER III funding. School and district administrators serve on the district's Budget and Program Evaluation Committee.

The district regularly invites school and district administrator feedback through surveys, public forums, administrative meetings, district advisory committees; and one-to-one meeting with the superintendent.

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

The district invited all teachers and staff, including members of the Lawrence Education Association (certified staff union) and Personnel Association of Lawrence (classified staff union) to participate in a ThoughtExchange to provide their thoughts and rate others to identify their priorities.

The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 14% or 331 were certified staff and 7% or 169 were classified staff. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at https://bit.ly/ESSERThoughtExchange.

In addition, the district invited each building administrator to work with their school staff to identify needs and submit requests for ESSER III funding. Certified and classified staff representatives serve on the district's Budget and Program Evaluation Committee.

The district regularly invites staff feedback through school culture and climate surveys, public forums, district advisory committees, contract negotiations with the certified and classified staff unions, one-on-one meetings with certified and classified union presidents, K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

#### Tribes

There are no federally recognized tribes located in Lawrence USD 497. As part of its outreach for input, the district shared a link to an online ThoughtExchange with its Native American Student Services Parent Advisory Committee and with the leadership of Haskell Indian Nations University.

The district invited them to provide their thoughts and rate others to identify priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 60% identified themselves as parents, 17% as students, 14% as certified staff, 7% at classified staff, 1% as school or district administration, and 1% as community members. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at https://bit.ly/ESSERThoughtExchange.

In addition, the district regularly invites feedback from members of the Native American community through school culture and climate surveys, public forums, the Native American Student Services Parent Advisory Committee and other district advisory committees, K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

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

As part of its outreach for input, the district shared a link to an online ThoughtExchange with members of the Lawrence Special Education Advisory Council and the leadership of the Lawrence Branch of the NAACP.

The district invited them to provide their thoughts and rate others to identify priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 60% identified themselves as parents, 17% as students, 14% as certified staff, 7% at classified staff, 1% as school or district administration, and 1% as community members. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at https://bit.ly/ESSERThoughtExchange.

In addition, the district regularly invites feedback from members of disability and civil rights organizations through school culture and climate surveys, public forums, the Lawrence Special Education Advisory Council, District Equity Council, Parents of Color, Native American Parent Advisory Committee, and other district advisory committees; K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

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

As part of its outreach for input, the district shared a link to an online ThoughtExchange with all parents and guardians, all staff, secondary students, and the public. The district translated this communication into Arabic, Spanish, Korean, and Chinese.

The district's outreach included members of the Lawrence Special Education Advisory Council, Equity Advisory Council, Parents of Color, Native American Student Services Parent Advisory Committee, and parents and guardians of students identified as homeless, in foster care, migratory, incarcerated, and underserved.

The district invited them to provide their thoughts and rate others to identify priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 1,429 or 60% were parents/guardians. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at https://bit.ly/ESSERThoughtExchange.

In addition, the district regularly invites feedback from stakeholders representing underserved groups through school culture and climate surveys, public forums, the Lawrence Special Education Advisory Council, District Equity Council, Parents of Color, Native American Parent Advisory Committee, and other district advisory committees; K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

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

The district invited all parents and guardians, secondary students, school and district administration, certified and classified staff, and the public to participate in a ThoughtExchange to provide their thoughts and rate others to identify priorities. The ThoughtExchange asked participants to respond to this question: "In response to the COVID-19 pandemic, what priorities should the district consider in planning for the use of federal Elementary and Secondary School Emergency Relief (ESSER III) funds to improve support for student achievement and success and maintain safe learning environments for all?"

Of 2,453 respondents sharing 2,962 thoughts and 55,026 ratings, 1,429 or 60% were parents/guardians. Respondents' Race and Ethnicity breakdown: 73% White, 6% Multi-Racial, 4% Black/African American, 3% Asian, 3% Hispanic, and 2% American Indian/Alaska Native. In addition, 9% chose not to identify their Race/Ethnicity. Of respondents, 68% were female, 23% male, 7% non-binary, and 7% chose not to identify their gender.

A report on the ThoughtExchange is available at https://bit.ly/ESSERThoughtExchange.

In addition, the district regularly invites feedback from the public through surveys, district advisory committees, public forums, K12 Insight's Let's Talk (Contact Us) cloud-based community feedback platform, social media engagement, and Lawrence Board of Education public comment opportunities.

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

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

USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic data from district common assessments, grades, and academic screenings indicated that 48.21% of students are academically at-risk due to the impact of the pandemic. More than 36% of students were identified as at-risk socially and emotionally based on data in our Student Risk Screening Scale - Internalizing and externalizing (SRSS-IE), discipline incidents, and attendance. When we examine certain populations (socioeconomic status, race/ethnicity, special education, and English language learners), we have determined that 12.8% of our student population have multiple factors that increase risk to negative outcomes due to the pandemic. When looking at individual schools, we see impacts to at-risk populations as high as 76.1%. COVID-19 had a financial impact on the school district due to a significant decrease in enrollment of 647.9 FTE in 2020-2021 and the students have not returned to the school district in 2021-2022.

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

The District's proposed use of funds that will include the following activities using evidence-based interventions and multitiered supports academically, socially and emotionally. Data is made easily assessible to teachers in order to provide those direct supports and personalized learning opportunities, each student needs; Smaller class sizes; summer school and extended learning at all levels; After school programs for MATH/SEL/STEAM; Tutoring and Credit Recovery opportunities; Academic Interventionists providing supports to both teachers and students; Social and Emotional Student Support facilitators; Retention Incentive Plan for staff, in order to maintain qualified staff. Research shows that retention of staff plays an important role in student success;

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

The remaining funds will be used to address air quality and filtration through out the districts school sites. A study was done and systems were evaluated, and a plan developed for making the necessary improvements to ensure the buildings are providing a safe and clean environment for students and staff.

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

The district is using various pre/post assessments, district common assessments, AimsWebPlus and grades, for social and emotional learning, discipline data, Student Risk Screening Sale - internalizing and externalizing (SRSS-IE) and attendance. Staff continually look at the data across all demographics including lunch status, race/ethnicity, SPED and ELL status to ensure the interventions being implemented are making a difference and if they are not, there is collaboration and alternate interventions implemented.

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$13,573,376             | \$0                | \$13,573,376            | ESSER III Allocations | \$2,714,676 |
| Approved Total        | \$7,991,178              | \$0                | \$7,991,178             | Approved Total        | \$2,534,231 |
| Amount Left           | \$5,582,198              | \$0                | \$5,582,198             | Amount Still Needed   | \$180,445   |
| In Review Total       | \$5,582,198              | \$0                | \$5,582,198             | In Review Total       | \$692,098   |
| Amount Left           | \$0                      | \$0                | \$0                     | Amount Still Needed   | \$0         |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 497-3-0094 | Direct             | False            | 1000             | 110            | 16               | \$252,525          | Task Force Review |
| 497-3-0095 | Direct             | False            | 1000             | 120            | 16               | \$98,735           | Task Force Review |
| 497-3-0096 | Direct             | False            | 1000             | 220            | 16               | \$26,870           | Task Force Review |
| 497-3-0097 | Direct             | False            | 1000             | 290            | 16               | \$7,720            | Task Force Review |
| 497-3-0098 | Direct             | False            | 1000             | 290            | 16               | \$69,150           | Task Force Review |
| 497-3-0099 | Direct             | False            | 2600             | 430            | 14               | \$3,615,700        | Task Force Review |
| 497-3-0100 | Direct             | True             | 1000             | 110            | 12               | \$74,530           | Task Force Review |
| 497-3-0101 | Direct             | True             | 1000             | 220            | 12               | \$5,760            | Task Force Review |
| 497-3-0102 | Direct             | True             | 1000             | 290            | 12               | \$808              | Task Force Review |
| 497-3-0103 | Direct             | False            | 1000             | 112            | 16               | \$147,806          | Task Force Review |
| 497-3-0104 | Direct             | False            | 1000             | 220            | 16               | \$11,307           | Task Force Review |
| 497-3-0105 | Direct             | False            | 1000             | 290            | 16               | \$887              | Task Force Review |
| 497-3-0106 | Direct             | True             | 1000             | 110            | 11A              | \$411,900          | Task Force Review |
| 497-3-0107 | Direct             | True             | 1000             | 120            | 11A              | \$50,000           | Task Force Review |
| 497-3-0108 | Direct             | True             | 1000             | 220            | 11A              | \$35,330           | Task Force Review |
| 497-3-0109 | Direct             | True             | 1000             | 290            | 11A              | \$2,770            | Task Force Review |
| 497-3-0110 | Direct             | False            | 1000             | 110            | 16               | \$155,000          | Task Force Review |
| 497-3-0111 | Direct             | False            | 1000             | 120            | 16               | \$50,000           | Task Force Review |
| 497-3-0112 | Direct             | False            | 1000             | 220            | 16               | \$15,680           | Task Force Review |
| 497-3-0113 | Direct             | False            | 1000             | 290            | 16               | \$1,920            | Task Force Review |
| 497-3-0114 | Direct             | True             | 2000             | 300            | 12               | \$13,600           | Task Force Review |
| 497-3-0115 | Direct             | True             | 2000             | 300            | 12               | \$12,000           | Task Force Review |
| 497-3-0116 | Direct             | True             | 2000             | 100            | 12               | \$16,960           | Task Force Review |
| 497-3-0117 | Direct             | True             | 2000             | 600            | 12               | \$5,440            | Task Force Review |
| 497-3-0118 | Direct             | True             | 2000             | 300            | 12               | \$38,500           | Task Force Review |
| 497-3-0119 | Direct             | True             | 2000             | 100            | 12               | \$24,500           | Task Force Review |
| 497-3-0120 | Direct             | False            | 2000             | 300            | 10               | \$102,000          | Task Force Review |
| 497-3-0121 | Direct             | False            | 2000             | 600            | 10               | \$18,000           | Task Force Review |
| 497-3-0122 | Direct             | False            | 2000             | 110            | 16               | \$50,808           | Task Force Review |
| 497-3-0123 | Direct             | False            | 2000             | 110            | 10               | \$50,808           | Task Force Review |

| 497-3-0124 | Direct | False | 2000 | 220 | 10 | \$3,880     | Task Force Review |
|------------|--------|-------|------|-----|----|-------------|-------------------|
| 497-3-0125 | Direct | False | 2000 | 290 | 10 | \$312       | Task Force Review |
| 497-3-0126 | Direct | False | 2000 | 220 | 16 | \$3,880     | Task Force Review |
| 497-3-0127 | Direct | False | 2000 | 290 | 16 | \$312       | Task Force Review |
| 497-3-0128 | Direct | False | 2600 | 344 | 14 | \$181,800   | Task Force Review |
| 497-3-0129 | Direct | False | 2000 | 120 | 4  | \$23,095    | Task Force Review |
| 497-3-0130 | Direct | False | 2000 | 220 | 4  | \$1,770     | Task Force Review |
| 497-3-0131 | Direct | False | 2000 | 290 | 4  | \$135       | Task Force Review |
| 497-3-0001 | Direct | False | 4700 | 120 | 16 | \$28,793    | Approved          |
| 497-3-0002 | Direct | False | 4700 | 220 | 16 | \$2,203     | Approved          |
| 497-3-0003 | Direct | False | 4700 | 290 | 16 | \$171       | Approved          |
| 497-3-0004 | Direct | False | 2500 | 110 | 16 | \$5,758     | Approved          |
| 497-3-0005 | Direct | False | 2500 | 120 | 16 | \$141,088   | Approved          |
| 497-3-0006 | Direct | False | 2500 | 220 | 16 | \$11,234    | Approved          |
| 497-3-0007 | Direct | False | 2500 | 290 | 16 | \$873       | Approved          |
| 497-3-0008 | Direct | False | 3100 | 120 | 16 | \$155,485   | Approved          |
| 497-3-0009 | Direct | False | 3100 | 220 | 16 | \$11,895    | Approved          |
| 497-3-0010 | Direct | False | 3100 | 290 | 16 | \$924       | Approved          |
| 497-3-0011 | Direct | False | 2300 | 110 | 16 | \$2,880     | Approved          |
| 497-3-0012 | Direct | False | 2300 | 120 | 16 | \$11,517    | Approved          |
| 497-3-0013 | Direct | False | 2300 | 220 | 16 | \$923       | Approved          |
| 497-3-0014 | Direct | False | 2300 | 290 | 16 | \$85        | Approved          |
| 497-3-0015 | Direct | False | 1000 | 110 | 16 | \$2,145,119 | Approved          |
| 497-3-0016 | Direct | False | 1000 | 120 | 16 | \$619,060   | Approved          |
| 497-3-0017 | Direct | False | 1000 | 220 | 16 | \$211,480   | Approved          |
| 497-3-0018 | Direct | False | 1000 | 290 | 16 | \$16,423    | Approved          |
| 497-3-0019 | Direct | False | 2200 | 110 | 16 | \$167,002   | Approved          |
| 497-3-0020 | Direct | False | 2200 | 120 | 16 | \$89,260    | Approved          |
| 497-3-0021 | Direct | False | 2200 | 220 | 16 | \$19,604    | Approved          |
| 497-3-0022 | Direct | False | 2200 | 290 | 16 | \$1,523     | Approved          |
| 497-3-0023 | Direct | False | 2600 | 120 | 16 | \$221,710   | Approved          |
| 497-3-0024 | Direct | False | 2600 | 220 | 16 | \$16,960    | Approved          |
| 497-3-0025 | Direct | False | 2600 | 290 | 16 | \$1,317     | Approved          |
| 497-3-0026 | Direct | False | 2400 | 110 | 16 | \$89,260    | Approved          |
| 497-3-0027 | Direct | False | 2400 | 120 | 16 | \$143,968   | Approved          |
| 497-3-0028 | Direct | False | 2400 | 220 | 16 | \$17,842    | Approved          |
| 497-3-0029 | Direct | False | 2400 | 290 | 16 | \$1,386     | Approved          |
| 497-3-0030 | Direct | False | 2100 | 110 | 16 | \$299,452   | Approved          |
| 497-3-0031 | Direct | False | 2100 | 120 | 16 | \$95,018    | Approved          |
| 497-3-0032 | Direct | False | 2100 | 220 | 16 | \$30,180    | Approved          |
| 497-3-0033 | Direct | False | 2100 | 290 | 16 | \$2,344     | Approved          |
| 497-3-0034 | Direct | True  | 1000 | 110 | 12 | \$86,963    | Approved          |

| 497-3-0035 | Direct | True  | 1000 | 220 | 12 | \$6,654   | Approved |
|------------|--------|-------|------|-----|----|-----------|----------|
| 497-3-0036 | Direct | True  | 1000 | 290 | 12 | \$2,097   | Approved |
| 497-3-0037 | Direct | True  | 1000 | 280 | 12 | \$12,339  | Approved |
| 497-3-0038 | Direct | True  | 1000 | 110 | 12 | \$324,406 | Approved |
| 497-3-0039 | Direct | True  | 1000 | 220 | 12 | \$24,790  | Approved |
| 497-3-0040 | Direct | True  | 1000 | 290 | 12 | \$7,345   | Approved |
| 497-3-0041 | Direct | True  | 1000 | 280 | 12 | \$42,306  | Approved |
| 497-3-0046 | Direct | True  | 1000 | 110 | 12 | \$685,100 | Approved |
| 497-3-0047 | Direct | True  | 1000 | 220 | 12 | \$52,416  | Approved |
| 497-3-0048 | Direct | True  | 1000 | 290 | 12 | \$15,821  | Approved |
| 497-3-0049 | Direct | True  | 1000 | 280 | 12 | \$91,663  | Approved |
| 497-3-0050 | Direct | True  | 1000 | 110 | 12 | \$210,800 | Approved |
| 497-3-0051 | Direct | True  | 1000 | 220 | 12 | \$16,128  | Approved |
| 497-3-0052 | Direct | True  | 1000 | 290 | 12 | \$4,868   | Approved |
| 497-3-0053 | Direct | True  | 1000 | 280 | 12 | \$28,204  | Approved |
| 497-3-0054 | Direct | True  | 1000 | 110 | 12 | \$158,100 | Approved |
| 497-3-0055 | Direct | True  | 1000 | 220 | 12 | \$12,096  | Approved |
| 497-3-0056 | Direct | True  | 1000 | 290 | 12 | \$3,651   | Approved |
| 497-3-0057 | Direct | True  | 1000 | 280 | 12 | \$21,153  | Approved |
| 497-3-0058 | Direct | True  | 1000 | 110 | 12 | \$52,700  | Approved |
| 497-3-0059 | Direct | True  | 1000 | 220 | 12 | \$4,032   | Approved |
| 497-3-0060 | Direct | True  | 1000 | 290 | 12 | \$1,217   | Approved |
| 497-3-0061 | Direct | True  | 1000 | 280 | 12 | \$7,051   | Approved |
| 497-3-0062 | Direct | True  | 2100 | 110 | 12 | \$158,100 | Approved |
| 497-3-0063 | Direct | True  | 2100 | 220 | 12 | \$12,096  | Approved |
| 497-3-0064 | Direct | True  | 2100 | 290 | 12 | \$3,651   | Approved |
| 497-3-0065 | Direct | True  | 2100 | 280 | 12 | \$21,153  | Approved |
| 497-3-0066 | Direct | True  | 2200 | 110 | 12 | \$158,100 | Approved |
| 497-3-0067 | Direct | True  | 2200 | 220 | 12 | \$12,096  | Approved |
| 497-3-0068 | Direct | True  | 2200 | 290 | 12 | \$3,651   | Approved |
| 497-3-0069 | Direct | True  | 2200 | 280 | 12 | \$21,153  | Approved |
| 497-3-0070 | Direct | True  | 2213 | 110 | 12 | \$233,102 | Approved |
| 497-3-0071 | Direct | True  | 2213 | 220 | 12 | \$17,832  | Approved |
| 497-3-0072 | Direct | True  | 2213 | 290 | 12 | \$1,397   | Approved |
| 497-3-0078 | Direct | False | 1000 | 610 | 16 | \$10,000  | Approved |
| 497-3-0079 | Direct | False | 1000 | 730 | 16 | \$45,000  | Approved |
| 497-3-0080 | Direct | False | 1000 | 733 | 16 | \$45,000  | Approved |
| 497-3-0081 | Direct | False | 1000 | 530 | 9  | \$51,750  | Approved |
| 497-3-0082 | Direct | False | 2590 | 444 | 3  | \$192,000 | Approved |
| 497-3-0083 | Direct | False | 2600 | 350 | 14 | \$71,500  | Approved |
| 497-3-0089 | Direct | False | 1000 | 659 | 10 | \$272,260 | Approved |
| 497-3-0090 | Direct | False | 2240 | 653 | 1A | \$158,700 | Approved |

| 497-3-0091 | Direct | False | 2240 | 320 | 1A | \$18,000 Approved |  |
|------------|--------|-------|------|-----|----|-------------------|--|
| 497-3-0092 | Direct | False | 2500 | 653 | 16 | \$30,000 Approved |  |
| 497-3-0093 | Direct | True  | 1000 | 610 | 12 | \$20,000 Approved |  |

# Line Item Details

| Allocation Type  | <u>Is this Item for the 20% Minimuim</u>  | Learning Loss Set Aside Expenditure     |  |
|--|---|---|--|
| Direct Allocation  | NO - this item is not marked for Lear   | rning Loss Set Aside Expenditure        |  |
| Account Name   | Account Number  |   |  |
| ESSER3 Ins ECH/Daycare   | 6122IN4000  |   |  |
| Function Code  | Object Code   | Allowable Use                           |  |
| 1000 - Instruction   | 110 - Regular Certified Salaries       16 - Other activities necessary to maintain LEA operations and service and employ existing LEA staff.  |   |  |
| Please describe the expenditures with  | n the account and how they will addr  | ress a COVID-19 need                    |  |
| Reduced amount - Provide early childhoo<br>childcare to help retain their employmen  |   | their challenge of finding high quality |  |
| Budgeted Expenditures in SFY 2021  | \$0   |   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |   |  |
| Budgeted Expenditures in SFY 2023  | \$126,263   |   |  |
| Budgeted Expenditures in SFY 2024  | \$126,262   | <u>Status</u>                           |  |
| Total Expenditures   | \$252,525   | Task Force Review                       |  |
| Line Item Comment from KSDE  |   |   |  |
| Change Request- Per applicant, We have<br>substitutes and classified positions in res<br>pandemic. It is understood that one of the<br>retaining high quality staff is finding affo<br>childhood care. High-quality early childh<br>best practice and providing these opport<br>families will help ensure that our younge<br>opportunities that prepare them for kind<br>three early childhood teachers, three early<br>have 45 openings for early childhood-ag<br>staff. Anticipated hours are to be all day<br>that classified staff may have. | ponse to the COVID-19<br>ne main challenges for<br>rdable high quality early<br>ood care is an evidence based<br>cunities for our students and<br>st learners will have<br>ergarten. Plan would involve<br>ly childhood aides, and would<br>ed students from our classified |   |  |

| Direct Allocation   | NO - this item is not marked for Learni       | ng Loss Set Aside Expenditure  |
|---|---|--|
| Account Name  | Account Number                                |  |
| ESSER3 INS ECH /Daycare   | 6122IN4000                                    |  |
| Function Code   | Object Code                                   | Allowable Use  |
| 1000 - Instruction  | 120 - Regular Non-Certified Salaries          | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Please describe the expenditures with   | in the account and how they will addres       | ss a COVID-19 need   |
| 5   | od services to classified staff to address th | eir challenge of finding high quality  |
|   | t<br>\$0                                      |  |
| Budgeted Expenditures in SFY 2021   |   |  |
| Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | \$0   |  |
| Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023   | \$0<br>\$0                                    | <u>Status</u>  |
| Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024  | \$0<br>\$0<br>\$49,368                        | <u>Status</u><br>Task Force Review   |
| childcare to help retain their employmen<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item Comment from KSDE | \$0<br>\$0<br>\$49,368<br>\$49,367            |  |

childhood care. High-quality early childhood care is an evidence based best practice and providing these opportunities for our students and families will help ensure that our youngest learners will have opportunities that prepare them for kindergarten. Plan would involve three early childhood teachers, three early childhood aides, and would have 45 openings for early childhood-aged students from our classified staff. Anticipated hours are to be all day to be flexible to schedules that classified staff may have.

|   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |
|---|--|--|
| Direct Allocation   | NO - this item is not marked for Learn   | ning Loss Set Aside Expenditure  |
| Account Name  | Account Number   |  |
| SSER3 INS ECH/Daycare   | 6122IN4000   |  |
| unction Code  | Object Code  | Allowable Use  |
| 000 - Instruction   | 220 - Social Security Contributions  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| lease describe the expenditures with  | in the account and how they will addre   | ess a COVID-19 need  |
| Reduced amount - Provide early childhoo<br>hildcare to help retain their employmen  | od services to classified staff to address t<br>t  | heir challenge of finding high quality   |
| Budgeted Expenditures in SFY 2021   | \$0  |  |
| Budgeted Expenditures in SFY 2022   | \$0  |  |
| Budgeted Expenditures in SFY 2023   | \$13,435   |  |
| Budgeted Expenditures in SFY 2024   | \$13,435   | <u>Status</u>  |
| otal Expenditures   | \$26,870   | Task Force Review  |
| ine Item Comment from KSDE<br>Change<br>ne Item ID: 497-3-0097  |  |  |
| ine Item Comment from KSDE<br>Change<br>ne Item ID: 497-3-0097<br>Allocation Type<br>Direct Allocation  | NO - this item is not marked for Lear  | <b>Learning Loss Set Aside Expenditure</b><br>ning Loss Set Aside Expenditure  |
| ine Item Comment from KSDE<br>Change<br>ne Item ID: 497-3-0097<br>Allocation Type<br>Direct Allocation  | NO - this item is not marked for Learn<br>Account Number   | • ·  |
| ine Item Comment from KSDE<br>Change<br>ne Item ID: 497-3-0097<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SSSER3 INS ECH /Daycare   | NO - this item is not marked for Learn<br><u>Account Number</u><br>6122IN4000  | ning Loss Set Aside Expenditure  |
| ine Item Comment from KSDE<br>Change<br>ne Item ID: 497-3-0097<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SSER3 INS ECH /Daycare  | NO - this item is not marked for Learn<br><u>Account Number</u><br>6122IN4000<br><b>Object Code</b>  | ning Loss Set Aside Expenditure Allowable Use  |
| ine Item Comment from KSDE<br>Change<br>ne Item ID: 497-3-0097<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SSSER3 INS ECH /Daycare   | NO - this item is not marked for Learn<br><u>Account Number</u><br>6122IN4000  | ning Loss Set Aside Expenditure  |
| ine Item Comment from KSDE<br>Change<br>The Item ID: 497-3-0097<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SSER3 INS ECH /Daycare<br>Function Code<br>000 - Instruction   | NO - this item is not marked for Learn<br><u>Account Number</u><br>6122IN4000<br><b>Object Code</b>  | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         |
| ine Item Comment from KSDE<br>Change<br>The Item ID: 497-3-0097<br>Allocation Type<br>Direct Allocation<br>Account Name<br>CSSER3 INS ECH /Daycare<br>Function Code<br>000 - Instruction<br>Please describe the expenditures withi  | NO - this item is not marked for Learn<br>Account Number<br>6122IN4000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address to<br>bod services to classified staff to address to                          | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ess a COVID-19 need |
| ine Item Comment from KSDE Change The Item ID: 497-3-0097 Allocation Type Direct Allocation Account Name SSSER3 INS ECH /Daycare Function Code 000 - Instruction Please describe the expenditures within Reduced amount - Provide early childhood   | NO - this item is not marked for Learn<br>Account Number<br>6122IN4000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address to<br>bod services to classified staff to address to                          | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ess a COVID-19 need |
| ine Item Comment from KSDE Change The Item ID: 497-3-0097 Allocation Type Direct Allocation Account Name SSSER3 INS ECH /Daycare Function Code 000 - Instruction Please describe the expenditures within Reduced amount - Provide early childhood hildcare to help retain their employmen   | NO - this item is not marked for Learn<br>Account Number<br>6122IN4000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address to<br>to services to classified staff to address to<br>t                      | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ess a COVID-19 need |
| ine Item Comment from KSDE Thange The Item ID: 497-3-0097 Allocation Type Direct Allocation Account Name SSSER3 INS ECH /Daycare Function Code O00 - Instruction Please describe the expenditures within Reduced amount - Provide early childhoor hildcare to help retain their employmen Budgeted Expenditures in SFY 2021                                   | NO - this item is not marked for Learn<br>Account Number<br>6122IN4000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address to<br>to services to classified staff to address to<br>t                      | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ess a COVID-19 need |
| ine Item Comment from KSDE Thange The Item ID: 497-3-0097 Allocation Type Direct Allocation Account Name SSSER3 INS ECH /Daycare Function Code 000 - Instruction Please describe the expenditures within Reduced amount - Provide early childhoor hildcare to help retain their employmen Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | NO - this item is not marked for Learn<br>Account Number<br>6122IN4000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address to<br>to services to classified staff to address to<br>t<br>\$0<br>\$0<br>\$0 | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ess a COVID-19 need |

| Allocation Type  | <u>Is this Item for the 20% Minimuin</u>  | n Learning Loss Set Aside Expenditure  |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure                  |  |
| Account Name   | Account Number  |  |
| ESSER3 INS ECH/Daycare   | 6122IN4000  |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 290 - Other Employee Benefits   | 16 - Other activities necessary to   |
|  |   | maintain LEA operations and services   |
| Reduced amount - Provide early childho   | od services to classified staff to address  | and employ existing LEA staff.   |
| Reduced amount - Provide early childho<br>childcare to help retain their employmen   | od services to classified staff to address  | and employ existing LEA staff.   |
| Reduced amount - Provide early childho<br>childcare to help retain their employmen<br>Budgeted Expenditures in SFY 2021  | od services to classified staff to address<br>at                                      | and employ existing LEA staff.   |
| Reduced amount - Provide early childho<br>childcare to help retain their employmen<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | od services to classified staff to address<br>at<br>\$0                               | and employ existing LEA staff.   |
| Reduced amount - Provide early childho<br>childcare to help retain their employmen<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | od services to classified staff to address<br>nt<br>\$0<br>\$0                        | and employ existing LEA staff.   |
| Please describe the expenditures with<br>Reduced amount - Provide early childhoo<br>childcare to help retain their employmen<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures | od services to classified staff to address<br>at<br>\$0<br>\$0<br>\$34,575            | and employ existing LEA staff.<br>ress a COVID-19 need<br>their challenge of finding high quality  |
| Reduced amount - Provide early childho<br>childcare to help retain their employmen<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024   | od services to classified staff to address<br>t<br>\$0<br>\$0<br>\$34,575<br>\$34,575 | and employ existing LEA staff.<br>Tress a COVID-19 need<br>their challenge of finding high quality |

| Allowable Use<br>14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air<br>quality in school facilities. |
|---|
| 14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air   |
| 14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air   |
| 14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air   |
| repair, replacement and upgrade<br>projects to improve the indoor air   |
|   |
|   |
|   |
|   |
| <u>Status</u>   |
| Task Force Review   |
|   |
|   |
| i   |

| Allocation Type  | Is this Item for the 20% Minimuim  | n Learning Loss Set Aside Expenditure   |
|--|--|---|
| Direct Allocation  | YES - this item is marked for Learnin  | g Loss Set Aside Expenditure  |
| Account Name   | Account Number   |   |
| ESSER3 INSTRUCTION   | 6122IN4400   |   |
| Function Code  | Object Code  | Allowable Use   |
| 1000 - Instruction   | 110 - Regular Certified Salaries   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Please describe the expenditures within  | n the account and how they will add  | ress a COVID-19 need  |
| Reduced amount - Additional learning op  | portunities - tutoring, after school sup   | ports / programs  |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$24,843   |   |
| Budgeted Expenditures in SFY 2023  | \$24,843   |   |
| Budgeted Expenditures in SFY 2024  | \$24,844   | <u>Status</u>   |
| Total Expenditures   | \$74,530   | Task Force Review   |
| Line Item Comment from KSDE<br>Change-<br>Per narrative, USD 497 compiled data from<br>social and emotional, and demographics,<br>COVID-19. More than 36% of students we<br>and emotionally based on data in our Stu<br>Internalizing and externalizing (SRSS-IE), of<br>attendance. When we examine certain por<br>status, race/ethnicity, special education, a<br>we have determined that 12.8% of our stu-<br>multiple factors that increase risk to negation<br>pandemic. When looking at individual sch | to determine the impacts of<br>ere identified as at-risk socially<br>dent Risk Screening Scale -<br>discipline incidents, and<br>pulations (socioeconomic<br>nd English language learners),<br>ident population have<br>tive outcomes due to the |   |

| Allocation Type   | <u>Is this Item for the 20% Minimuim</u>  | Learning Loss Set Aside Expenditure  |
|---|---|--|
| Direct Allocation   | YES - this item is marked for Learning  | g Loss Set Aside Expenditure   |
| Account Name  | Account Number  |  |
| ESSER3 INSTRUCTION  | 6122IN4400  |  |
| Function Code   | Object Code   | Allowable Use  |
| 1000 - Instruction  | 220 - Social Security Contributions   | 12 - Addressing learning loss among  |
|   |   | students, including vulnerable populations.  |
| Please describe the expenditures with   | in the account and how they will addr   | ress a COVID-19 need   |
| Reduced amount - Additional learning o  | pportunities - tutoring, after school supp  | ports / programs   |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$1,920   |  |
| Budgeted Expenditures in SFY 2023   | \$1,920   |  |
| Budgeted Expenditures in SFY 2024   | \$1,920   | <u>Status</u>  |
| Total Expenditures  | \$5,760   | Task Force Review  |
|   |   |  |
| ling Itom Commont from KSDE   |   |  |
|   |   |  |
| Line Item Comment from KSDE<br>Change   |   |  |
| Change  |   |  |
| Change<br>ne Item ID: 497-3-0102<br>Allocation Type   |   | Learning Loss Set Aside Expenditure  |
|   | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning   | •  |
| Change<br>ne Item ID: 497-3-0102<br>Allocation Type<br>Direct Allocation  |   | •  |
| Change<br>ne Item ID: 497-3-0102<br>Allocation Type<br>Direct Allocation  | YES - this item is marked for Learning  | •  |
| Change<br>ne Item ID: 497-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name  | YES - this item is marked for Learning<br><u>Account Number</u>   | •  |
| Change<br>ne Item ID: 497-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION  | YES - this item is marked for Learning<br><u>Account Number</u><br>6122IN4400   | g Loss Set Aside Expenditure Allowable Use 12 - Addressing learning loss among   |
| Change<br>ne Item ID: 497-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code   | YES - this item is marked for Learning<br><u>Account Number</u><br>6122IN4400<br><b>Object Code</b>   | g Loss Set Aside Expenditure Allowable Use 12 - Addressing learning loss among students, including vulnerable  |
| Change<br>ne Item ID: 497-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code<br>1000 - Instruction   | YES - this item is marked for Learning<br>Account Number<br>6122IN4400<br>Object Code<br>290 - Other Employee Benefits  | g Loss Set Aside Expenditure Allowable Use 12 - Addressing learning loss among students, including vulnerable populations.   |
| Change<br>ne Item ID: 497-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with  | YES - this item is marked for Learning<br>Account Number<br>6122IN4400<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addr   | g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ress a COVID-19 need                          |
| Change<br>ne Item ID: 497-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with  | YES - this item is marked for Learning<br>Account Number<br>6122IN4400<br>Object Code<br>290 - Other Employee Benefits  | g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ress a COVID-19 need                          |
| Change<br>ne Item ID: 497-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with  | YES - this item is marked for Learning<br>Account Number<br>6122IN4400<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addr   | g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ress a COVID-19 need                          |
| Change<br>ne Item ID: 497-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Reduced amount - Additional learning o<br>Budgeted Expenditures in SFY 2021   | YES - this item is marked for Learning<br>Account Number<br>6122IN4400<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addr<br>pportunities - tutoring, after school supp                                   | g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ress a COVID-19 need                          |
| Change<br>ne Item ID: 497-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Reduced amount - Additional learning o<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | YES - this item is marked for Learning<br>Account Number<br>6122IN4400<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addr<br>pportunities - tutoring, after school supp<br>\$0                            | g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ress a COVID-19 need                          |
| Change<br>ne Item ID: 497-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Reduced amount - Additional learning o<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | YES - this item is marked for Learning<br>Account Number<br>6122IN4400<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addr<br>pportunities - tutoring, after school supp<br>\$0<br>\$269                   | g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ress a COVID-19 need                          |
| Change<br>ne Item ID: 497-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Reduced amount - Additional learning o  | YES - this item is marked for Learning<br>Account Number<br>6122IN4400<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addr<br>pportunities - tutoring, after school supp<br>\$0<br>\$269<br>\$269          | g Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ress a COVID-19 need         ports / programs |
| Change<br>ne Item ID: 497-3-0102<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Reduced amount - Additional learning o<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023 | YES - this item is marked for Learning<br>Account Number<br>6122IN4400<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addr<br>pportunities - tutoring, after school supp<br>\$0<br>\$269<br>\$269<br>\$270 | g Loss Set Aside Expenditure Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. ress a COVID-19 need ports / programs Status                          |

| rect Allocation   | NO - this item is not marked for Learni   | ng Loss Set Aside Expenditure  |
|---|---|--|
| Account Name  | Account Number  |  |
| ESSER3 Substitutes  | 6122IN0000  |  |
|   |   |  |
| Function Code<br>1000 - Instruction   | <b>Object Code</b><br>112 - Full-Time Substitutes' Salaries for   | Allowable Use  |
|   | Certified Staff   | <ul> <li>16 - Other activities necessary to</li> <li>maintain LEA operations and services</li> <li>and employ existing LEA staff.</li> </ul>   |
| Please describe the expenditures with   | in the account and how they will addres   | ss a COVID-19 need   |
| New - Increase of \$10 in daily and long certified staff who are currently covering   | term certified substitute pay. To recruit ne<br>for those unfilled positions.   | w certified substitutes and retain existing  |
| Budgeted Expenditures in SFY 2021   | \$O   |  |
| Budgeted Expenditures in SFY 2022   | \$0   |  |
| Budgeted Expenditures in SFY 2023   | \$0   |  |
|   | \$147,806   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024   | Ψ147,000  |  |
| Total Expenditures Line Item Comment from KSDE New  | \$147,806   | Task Force Review  |
| Total Expenditures Line Item Comment from KSDE New ne Item ID: 497-3-0104 Allocation Type Direct Allocation Account Name  |   | earning Loss Set Aside Expenditure   |
| Total Expenditures Line Item Comment from KSDE New ne Item ID: 497-3-0104 Allocation Type Direct Allocation Account Name ESSER3 Substitutes   | \$147,806<br>Is this Item for the 20% Minimuim Lo<br>NO - this item is not marked for Learni<br>Account Number<br>6122IN0000  | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure  |
| Total Expenditures Line Item Comment from KSDE New ne Item ID: 497-3-0104 Allocation Type Direct Allocation Account Name ESSER3 Substitutes Function Code   | \$147,806<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122IN0000<br>Object Code   | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item Comment from KSDE<br>New<br>ne Item ID: 497-3-0104<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 Substitutes<br>Function Code<br>1000 - Instruction  | \$147,806<br>Is this Item for the 20% Minimuim Lo<br>NO - this item is not marked for Learni<br>Account Number<br>6122IN0000  | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure  |
| Total Expenditures Line Item Comment from KSDE New ne Item ID: 497-3-0104 Allocation Type Direct Allocation Account Name ESSER3 Substitutes Function Code 1000 - Instruction  | \$147,806<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122IN0000<br>Object Code   | earning Loss Set Aside Expenditure         ng Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.                            |
| Total Expenditures Line Item Comment from KSDE New ne Item ID: 497-3-0104 Allocation Type Direct Allocation Account Name ESSER3 Substitutes Function Code 1000 - Instruction Please describe the expenditures with New - Increase of \$10 in daily and long   | \$147,806<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122IN0000<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>term certified substitute pay. To recruit ner   | earning Loss Set Aside Expenditure         ng Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Fotal Expenditures         Line Item Comment from KSDE         New         ne Item ID: 497-3-0104         Allocation Type         Direct Allocation         Account Name         ESSER3 Substitutes         Function Code         1000 - Instruction         Please describe the expenditures with         New - Increase of \$10 in daily and long         Certified staff who are currently covering  | \$147,806<br>Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122IN0000<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>term certified substitute pay. To recruit ner   | earning Loss Set Aside Expenditure         ng Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Fotal Expenditures         Line Item Comment from KSDE         New         he Item ID: 497-3-0104         Allocation Type         Direct Allocation         Account Name         ESSER3 Substitutes         Function Code         1000 - Instruction         Please describe the expenditures with         New - Increase of \$10 in daily and long for the independent of the staff who are currently covering         Budgeted Expenditures in SFY 2021 | \$147,806<br><b>Is this Item for the 20% Minimuim Le</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>6122IN0000<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>in the account and how they will address</b><br>term certified substitute pay. To recruit nergy for those unfilled positions.                       | earning Loss Set Aside Expenditure         ng Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Total Expenditures Line Item Comment from KSDE New ne Item ID: 497-3-0104 Allocation Type Direct Allocation Account Name ESSER3 Substitutes Function Code 1000 - Instruction Please describe the expenditures with New - Increase of \$10 in daily and long certified staff who are currently covering Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022  | \$147,806<br><b>Is this Item for the 20% Minimuim Le</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>6122IN0000<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>the account and how they will address</b><br>term certified substitute pay. To recruit ner<br>for those unfilled positions.<br>\$0                  | earning Loss Set Aside Expenditure         ng Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Total Expenditures Line Item Comment from KSDE New ne Item ID: 497-3-0104 Allocation Type Direct Allocation Account Name ESSER3 Substitutes Function Code 1000 - Instruction Please describe the expenditures with  | \$147,806<br><b>Is this Item for the 20% Minimuim Le</b><br>NO - this item is not marked for Learni<br><b>Account Number</b><br>6122IN0000<br><b>Object Code</b><br>220 - Social Security Contributions<br><b>in the account and how they will address</b><br>term certified substitute pay. To recruit ner<br>for those unfilled positions.<br>\$0<br>\$0<br>\$0 | earning Loss Set Aside Expenditure         ng Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |

| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 Substitutes<br>Function Code<br>1000 - Instruction |                                   | im Learning Loss Set Aside Expenditure<br>earning Loss Set Aside Expenditure                                 |
|---|-----------------------------------|--|
| ESSER3 Substitutes Function Code  | Account Number<br>6122IN0000      |  |
| ESSER3 Substitutes Function Code  | 6122IN0000                        |  |
|   | Object Code                       |  |
| 1000 - Instruction  |                                   | Allowable Use  |
|   | 290 - Other Employee Benefits     | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |
| •   | ing for those unfilled positions. | it new certified substitutes and retain existing   |
| budgeted Expenditures in SFT 2021   | ·                                 |  |
| Rudgeted Expenditures in SEV 2022   | \$()                              |  |
| <b>5</b>  |                                   |  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024       | \$0                               | <u>Status</u>  |

| Allocation TypeIs this Item for the 20% Minimuim Learning Loss Set Aside ExpenditureDirect AllocationYES - this item is marked for Learning Loss Set Aside ExpenditureAccount NameAccount NumberESSER3 SUMMER SCHOOL6122IN4400Function CodeObject CodeAllowable Use1000 - Instruction120 - Regular Non-Certified Salaries11A - Planning and implementing summer learning or enrichment programs.Please describe the expenditures within the account and how they will address a COVID-19 needNew - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024Budgeted Expenditures in SFY 2021\$0Budgeted Expenditures in SFY 2023\$25,000Budgeted Expenditures in SFY 2024\$25,000StatusTotal ExpendituresTotal Expenditures\$50,000Line Item Comment from KSDE   | Allocation Type                       | Is this Item for the 20% Minimuim Le        | earning Loss Set Aside Expenditure |
|---|---------------------------------------|---|------------------------------------|
| ESSER3 SUMMER SCHOOL     6122IN4400       Function Code     Object Code     Allowable Use       1000 - Instruction     110 - Regular Certified Salaries     114 - Planning and implementing summer learning or enrichment programs.       Please describe the expenditures within the account and how they will address a COVID-19 need     New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024       Budgeted Expenditures in SFY 2021     \$0       Budgeted Expenditures in SFY 2022     \$0       Budgeted Expenditures in SFY 2023     \$205,950       Budgeted Expenditures in SFY 2024     \$205,950       Ine Item Comment from KSDE     New       Ine Item Comment from KSDE     New       Ine Item ID: 497-3-0107     Allocation       Allocation     YES - this item for the 20% Minimum Learning Loss Set Aside Expenditure       Count Name     Account Number       ESSER3 SUMMER SCHOOL     6122IN4400       1000 - Instruction     120 - Regular Non-Certified Salaries       1100 - Instruction     120 - Regular Non-Certified Salaries       1114 - Planning and implementing summer learning or enrichment programs.       Please describe the expe   | Direct Allocation                     | YES - this item is marked for Learning L    | oss Set Aside Expenditure          |
| Function Code       Object Code       Allowable Use         1000 - Instruction       110 - Regular Certified Salaries       11A - Planning and implementing summer learning or enrichment programs.         Please describe the expenditures within the account and how they will address a COVID-19 need       New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024         Budgeted Expenditures in SFY 2021       \$0         Budgeted Expenditures in SFY 2022       \$0         Budgeted Expenditures in SFY 2024       \$205,950         Budgeted Expenditures       \$411,900         Task Force Review       Inte Item Comment from KSDE         New       Inte Item ID: 497-3-0107         Allocation       YES - this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         Direct Allocation       YES - this Item is marked for Learning Loss Set Aside Expenditure         Direct Allocation       YES - this Item is marked for Learning Loss Set Aside Expenditure         Budgeted Expenditures within the account and how they will address a COVID-19 need       New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024         Budgeted Expenditures in SFY 2021       \$0       Budgeted Expendit   | Account Name                          | Account Number                              |                                    |
| 1000 - Instruction       110 - Regular Certified Salaries       11A - Planning and implementing summer learning or enrichment programs.         Please describe the expenditures within the account and how they will address a COVID-19 need       New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024         Budgeted Expenditures in SFY 2021       50         Budgeted Expenditures in SFY 2022       \$0         Budgeted Expenditures in SFY 2024       \$205,950         Budgeted Expenditures in SFY 2024       \$205,950         Budgeted Expenditures       \$411,900         Total Expenditures       \$411,900         Total Expenditures       \$411,900         Ine Item Comment from KSDE       New         New       Ine Item ID: 497-3-0107         Allocation       YES - this Item for the 20% Minimulm Learning Loss Set Aside Expenditure         Direct Allocation       YES - this Item is marked for Learning Loss Set Aside Expenditure         Cocount Name       Account Number         ESSER3 SUMMER SCHOOL       6122IN4400         Function Code       Object Code       Allowable Use         1000 - Instruction       120 - Regular Non-Certified Salaries       114 - Planning and implementing summer learning or enrichment programs.         Please describe the expenditures within the account and how they will addressa a COVID-19 need       New - Move 2023 summe  | ESSER3 SUMMER SCHOOL                  | 6122IN4400                                  |                                    |
| Image: Control of Contro | Function Code                         | Object Code                                 | Allowable Use                      |
| New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024         Budgeted Expenditures in SFY 2021       \$0         Budgeted Expenditures in SFY 2023       \$205,950         Budgeted Expenditures in SFY 2024       \$205,950         Budgeted Expenditures in SFY 2024       \$205,950         Total Expenditures       \$411,900         Task Force Review       Iask Force Review         Line Item Comment from KSDE       New         New       Ine Item ID: 497-3-0107         Allocation Type       Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         Direct Allocation       YES - this item is marked for Learning Loss Set Aside Expenditure         Count Name       Account Number         ESSERS SUMMER SCHOOL       6122IN4400         Function Code       Object Code       Allowable Use         1000 - Instruction       120 - Regular Non-Certified Salaries       11A - Planning and implementing summer learning or enrichment programs.         Please describe the expenditures within the account and how they will address a COVID-19 need       New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024         Budgeted Expenditures in SFY 2021       \$0       Status         Budgeted Expenditures in SFY 2022       \$0       Edgeted Expenditures in SFY 2024       \$25,000 <td< td=""><td>1000 - Instruction</td><td>110 - Regular Certified Salaries</td><td>summer learning or enrichment</td></td<>   | 1000 - Instruction                    | 110 - Regular Certified Salaries            | summer learning or enrichment      |
| Budgeted Expenditures in SFY 2021       \$0         Budgeted Expenditures in SFY 2023       \$205,950         Budgeted Expenditures in SFY 2024       \$205,950         Total Expenditures       \$411,900       Task Force Review         Line Item Comment from KSDE   | Please describe the expenditures with | in the account and how they will addres     | ss a COVID-19 need                 |
| Budgeted Expenditures in SFY 2022       \$0         Budgeted Expenditures in SFY 2023       \$205,950         Budgeted Expenditures in SFY 2024       \$205,950         Total Expenditures       \$411,900         Task Force Review       Instantion of the texpenditures         Ine Item Comment from KSDE       Instantion of the texpenditure         New       Inte Item ID: 497-3-0107         Allocation Type       Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         Direct Allocation       YES - this item is marked for Learning Loss Set Aside Expenditure         Account Name       Account Number         ESSER3 SUMMER SCHOOL       6122IN4400         Function Code       Object Code       Allowable Use         1000 - Instruction       120 - Regular Non-Certified Salaries       11A - Planning and implementing summer learning or enrichment programs.         Please describe the expenditures within the account and how they will address a COVID-19 need       New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024         Budgeted Expenditures in SFY 2022       \$0       Status         Budgeted Expenditures in SFY 2023       \$25,000       Status         Total Expenditures       \$50,000       Task Force Review         Line Item Comment from KSDE       Status       Task Force Review <td>New - Move 2023 summer school from E</td> <td>SSER II into ESSER III and add summer sch</td> <td>nool 2024</td>   | New - Move 2023 summer school from E  | SSER II into ESSER III and add summer sch   | nool 2024                          |
| Budgeted Expenditures in SFY 2023       \$205,950         Budgeted Expenditures       \$411,900         Total Expenditures       \$411,900         Total Expenditures       \$411,900         Total Expenditures       \$411,900         Ine Item Comment from KSDE       Item ID: 497-3-0107         Allocation Type       Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         Direct Allocation       YES - this item is marked for Learning Loss Set Aside Expenditure         Account Name       Account Number         ESSER3 SUMMER SCHOOL       6122IN4400         Function Code       Object Code       Allowable Use         1000 - Instruction       120 - Regular Non-Certified Salaries       11A - Planning and implementing summer learning or enrichment programs.         Please describe the expenditures within the account and how they will address a COVID-19 need       New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024         Budgeted Expenditures in SFY 2021       \$0       Budgeted Expenditures in SFY 2022       \$0         Budgeted Expenditures in SFY 2024       \$25,000       Status       Task Force Review         Total Expenditures       \$50,000       Task Force Review       Task Force Review   | Budgeted Expenditures in SFY 2021     | \$0   |                                    |
| Budgeted Expenditures in SFY 2024       \$205,950       Status         Total Expenditures       \$411,900       Task Force Review         Line Item Comment from KSDE       New       Image: Comment from KSDE         New       Image: Comment from KSDE       Image: Comment from KSDE         Allocation Type       Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         Direct Allocation       YES - this item is marked for Learning Loss Set Aside Expenditure         Account Name       Account Number         ESSER3 SUMMER SCHOOL       6122IN4400         Function Code       Object Code       Allowable Use         1000 - Instruction       120 - Regular Non-Certified Salaries       11A - Planning and implementing summer learning or enrichment programs.         Please describe the expenditures within the account and how they will address a COVID-19 need       New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024         Budgeted Expenditures in SFY 2021       \$0       Satus         Budgeted Expenditures in SFY 2022       \$0       Budgeted Expenditures in SFY 2023         Budgeted Expenditures in SFY 2024       \$25,000       Satus         Total Expenditures       \$50,000       Task Force Review         Line Item Comment from KSDE       \$200       Satus   | Budgeted Expenditures in SFY 2022     | \$0   |                                    |
| Total Expenditures       \$411,900       Task Force Review         Line Item Comment from KSDE       New         New       Ine Item ID: 497-3-0107         Allocation Type       Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         Direct Allocation       YES - this item is marked for Learning Loss Set Aside Expenditure         Account Name       Account Number         ESSER3 SUMMER SCHOOL       6122IN4400         Function Code       Object Code       Allowable Use         1000 - Instruction       120 - Regular Non-Certified Salaries       11A - Planning and implementing summer learning or enrichment programs.         Please describe the expenditures within the account and how they will address a COVID-19 need       New - Move 2023 summer school from ESSER III into ESSER III and add summer school 2024         Budgeted Expenditures in SFY 2021       \$0       Set Summer Learning Set   | Budgeted Expenditures in SFY 2023     | \$205,950                                   |                                    |
| Line Item Comment from KSDE         New         ine Item ID: 497-3-0107         Allocation Type       Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         Direct Allocation       YES - this item is marked for Learning Loss Set Aside Expenditure         Account Name       Account Number         ESSER3 SUMMER SCHOOL       6122IN4400         Function Code       Object Code       Allowable Use         1000 - Instruction       120 - Regular Non-Certified Salaries       11A - Planning and implementing summer learning or enrichment programs.         Please describe the expenditures within the account and how they will address a COVID-19 need       New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024         Budgeted Expenditures in SFY 2021       \$0       Budgeted Expenditures in SFY 2022       \$0         Budgeted Expenditures in SFY 2023       \$25,000       Status       Task Force Review         Total Expenditures       \$50,000       Task Force Review       Line Item Comment from KSDE   | Budgeted Expenditures in SFY 2024     | \$205,950                                   | <u>Status</u>                      |
| New         Line Item ID: 497-3-0107         Allocation Type       Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         Direct Allocation       YES - this item is marked for Learning Loss Set Aside Expenditure         Account Name       Account Number         ESSER3 SUMMER SCHOOL       6122IN4400         Function Code       Object Code       Allowable Use         1000 - Instruction       120 - Regular Non-Certified Salaries       11A - Planning and implementing summer learning or enrichment programs.         Please describe the expenditures within the account and how they will address a COVID-19 need       New - Move 2023 summer school from ESSER III into ESSER III and add summer school 2024         Budgeted Expenditures in SFY 2021       \$0         Budgeted Expenditures in SFY 2023       \$25,000         Budgeted Expenditures in SFY 2024       \$25,000         Budgeted Expenditures in SFY 2024       \$25,000         Total Expenditures       \$50,000       Task Force Review         Line Item Comment from KSDE  | Total Expenditures                    | \$411,900                                   | Task Force Review                  |
| New         Line Item ID: 497-3-0107         Allocation Type       Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         Direct Allocation       YES - this item is marked for Learning Loss Set Aside Expenditure         Account Name       Account Number         ESSER3 SUMMER SCHOOL       6122IN4400         Function Code       Object Code       Allowable Use         1000 - Instruction       120 - Regular Non-Certified Salaries       11A - Planning and implementing summer learning or enrichment programs.         Please describe the expenditures within the account and how they will address a COVID-19 need       New - Move 2023 summer school from ESSER III into ESSER III and add summer school 2024         Budgeted Expenditures in SFY 2021       \$0         Budgeted Expenditures in SFY 2023       \$25,000         Budgeted Expenditures in SFY 2024       \$25,000         Budgeted Expenditures in SFY 2024       \$25,000         Total Expenditures       \$50,000       Task Force Review         Line Item Comment from KSDE  | Line Itom Comment from KSDE           |   |                                    |
| Line Item ID: 497-3-0107         Allocation Type       Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         Direct Allocation       YES - this item is marked for Learning Loss Set Aside Expenditure         Account Name       Account Number         ESSER3 SUMMER SCHOOL       6122IN4400         Function Code       Object Code       Allowable Use         1000 - Instruction       120 - Regular Non-Certified Salaries       11A - Planning and implementing summer learning or enrichment programs.         Please describe the expenditures within the account and how they will address a COVID-19 need       New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024         Budgeted Expenditures in SFY 2021       \$0         Budgeted Expenditures in SFY 2023       \$25,000         Budgeted Expenditures in SFY 2024       \$25,000         Budgeted Expenditures in SFY 2024       \$25,000         Total Expenditures       \$50,000       Status         Total Expenditures       \$50,000       Task Force Review  |                                       |   |                                    |
| Allocation TypeIs this Item for the 20% Minimuim Learning Loss Set Aside ExpenditureDirect AllocationYES - this item is marked for Learning Loss Set Aside ExpenditureAccount NameAccount NumberESSER3 SUMMER SCHOOL6122IN4400Function CodeObject CodeAllowable Use1000 - Instruction120 - Regular Non-Certified Salaries11A - Planning and implementing summer learning or enrichment programs.Please describe the expenditures within the account and how they will address a COVID-19 needNew - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024Budgeted Expenditures in SFY 2021\$0Budgeted Expenditures in SFY 2023\$25,000Budgeted Expenditures in SFY 2024\$25,000StatusTotal ExpendituresTotal Expenditures\$50,000Line Item Comment from KSDE   | New                                   |   |                                    |
| Direct Allocation       YES - this item is marked for Learning Loss Set Aside Expenditure         Account Name       Account Number         ESSER3 SUMMER SCHOOL       6122IN4400         Function Code       Object Code       Allowable Use         1000 - Instruction       120 - Regular Non-Certified Salaries       11A - Planning and implementing summer learning or enrichment programs.         Please describe the expenditures within the account and how they will address a COVID-19 need       New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024         Budgeted Expenditures in SFY 2021       \$0         Budgeted Expenditures in SFY 2023       \$25,000         Budgeted Expenditures in SFY 2024       \$25,000         Budgeted Expenditures       \$50,000       Task Force Review  | Line Item ID: 497-3-0107              |   |                                    |
| Account Name       Account Number         ESSER3 SUMMER SCHOOL       6122IN4400         Function Code       Object Code       Allowable Use         1000 - Instruction       120 - Regular Non-Certified Salaries       11A - Planning and implementing summer learning or enrichment programs.         Please describe the expenditures within the account and how they will address a COVID-19 need       New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024         Budgeted Expenditures in SFY 2021       \$0         Budgeted Expenditures in SFY 2023       \$25,000         Budgeted Expenditures in SFY 2024       \$25,000         Budgeted Expenditures in SFY 2024       \$25,000         Budgeted Expenditures in SFY 2024       \$25,000         Total Expenditures       \$50,000       Task Force Review   | Allocation Type                       | <u>Is this Item for the 20% Minimuim Le</u> | earning Loss Set Aside Expenditure |
| ESSER3 SUMMER SCHOOL       6122IN4400         Function Code       Object Code       Allowable Use         1000 - Instruction       120 - Regular Non-Certified Salaries       11A - Planning and implementing summer learning or enrichment programs.         Please describe the expenditures within the account and how they will address a COVID-19 need       New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024         Budgeted Expenditures in SFY 2021       \$0       Status         Budgeted Expenditures in SFY 2023       \$25,000       Status         Budgeted Expenditures in SFY 2024       \$25,000       Status         Total Expenditures       \$50,000       Task Force Review  | Direct Allocation                     | YES - this item is marked for Learning L    | oss Set Aside Expenditure          |
| Function CodeObject CodeAllowable Use1000 - Instruction120 - Regular Non-Certified Salaries11A - Planning and implementing<br>summer learning or enrichment<br>programs.Please describe the expenditures within the account and how they will address a COVID-19 needNew - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024Budgeted Expenditures in SFY 2021\$0Budgeted Expenditures in SFY 2022\$0Budgeted Expenditures in SFY 2023\$25,000Budgeted Expenditures in SFY 2024\$25,000Budgeted Expenditures in SFY 2024\$25,000Total Expenditures\$50,000Total Expenditures\$50,000Line Item Comment from KSDE   | Account Name                          | Account Number                              |                                    |
| 1000 - Instruction120 - Regular Non-Certified Salaries11A - Planning and implementing<br>summer learning or enrichment<br>programs.Please describe the expenditures within the account and how they will address a COVID-19 needNew - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024Budgeted Expenditures in SFY 2021\$0Budgeted Expenditures in SFY 2022\$0Budgeted Expenditures in SFY 2023\$25,000Budgeted Expenditures in SFY 2024\$25,000Total Expenditures\$50,000Total Expenditures\$50,000Line Item Comment from KSDE  | ESSER3 SUMMER SCHOOL                  | 6122IN4400                                  |                                    |
| Please describe the expenditures within the account and how they will address a COVID-19 need         New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024         Budgeted Expenditures in SFY 2021       \$0         Budgeted Expenditures in SFY 2022       \$0         Budgeted Expenditures in SFY 2023       \$25,000         Budgeted Expenditures in SFY 2024       \$25,000         Budgeted Expenditures in SFY 2024       \$50,000         Total Expenditures       \$50,000         Line Item Comment from KSDE  | Function Code                         | Object Code                                 | Allowable Use                      |
| New - Move 2023 summer school from ESSER II into ESSER III and add summer school 2024         Budgeted Expenditures in SFY 2021       \$0         Budgeted Expenditures in SFY 2022       \$0         Budgeted Expenditures in SFY 2023       \$25,000         Budgeted Expenditures in SFY 2024       \$25,000         Total Expenditures       \$50,000       Task Force Review   | 1000 - Instruction                    | 120 - Regular Non-Certified Salaries        | summer learning or enrichment      |
| Budgeted Expenditures in SFY 2021\$0Budgeted Expenditures in SFY 2022\$0Budgeted Expenditures in SFY 2023\$25,000Budgeted Expenditures in SFY 2024\$25,000Total Expenditures\$50,000Line Item Comment from KSDE   | Please describe the expenditures with | in the account and how they will addres     | s a COVID-19 need                  |
| Budgeted Expenditures in SFY 2022       \$0         Budgeted Expenditures in SFY 2023       \$25,000         Budgeted Expenditures in SFY 2024       \$25,000         Total Expenditures       \$50,000         Line Item Comment from KSDE       Image: Comment from KSDE  | New - Move 2023 summer school from E  | SSER II into ESSER III and add summer sch   | nool 2024                          |
| Budgeted Expenditures in SFY 2023       \$25,000         Budgeted Expenditures in SFY 2024       \$25,000         Total Expenditures       \$50,000         Line Item Comment from KSDE   | Budgeted Expenditures in SFY 2021     | \$0   |                                    |
| Budgeted Expenditures in SFY 2024     \$25,000     Status       Total Expenditures     \$50,000     Task Force Review   | Budgeted Expenditures in SFY 2022     | \$0   |                                    |
| Total Expenditures     \$50,000       Line Item Comment from KSDE   | Budgeted Expenditures in SFY 2023     | \$25,000                                    |                                    |
| Line Item Comment from KSDE   | Budgeted Expenditures in SFY 2024     | \$25,000                                    | <u>Status</u>                      |
|   | Total Expenditures                    | \$50,000                                    | Tack Force Poview                  |
|   |                                       | \$30,000                                    | TASK FOICE REVIEW                  |
|   | Lina Itom Commant from KSDE           | \$30,000                                    | Task Force Review                  |
|   | Line Item Comment from KSDE           | \$30,000                                    |                                    |

| Allocation Type   | <u>Is this Item for the 20% Minimuim L</u>  | earning Loss Set Aside Experialitate   |
|---|---|--|
| Direct Allocation   | YES - this item is marked for Learning  | Loss Set Aside Expenditure   |
| Account Name  | Account Number  |  |
| ESSER3 SUMMER SCHOOL  | 6122IN0000  |  |
| Function Code   | Object Code   | Allowable Use  |
| 1000 - Instruction  | 220 - Social Security Contributions   | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.  |
| Please describe the expenditures withi  | in the account and how they will addre  | ss a COVID-19 need   |
| New - Move 2023 summer school from E  | SSER II into ESSER III and add summer scl   | hool 2024  |
| Budgeted Expenditures in SFY 2021   | \$O   |  |
| Budgeted Expenditures in SFY 2022   | \$0   |  |
| Budgeted Expenditures in SFY 2023   | \$17,665  |  |
| Budgeted Expenditures in SFY 2024   | \$17,665  | <u>Status</u>  |
| Total Expenditures  | \$35,330  | Task Force Review  |
|   |   |  |
| Line Item Comment from KSDE   |   |  |
| Now   |   |  |
| New   |   |  |
|   |   |  |
| ne Item ID: 497-3-0109  | Is this Item for the 20% Minimuim L   | earning Loss Set Aside Expenditure.  |
| ne Item ID: 497-3-0109<br>Allocation Type   | <b>Is this Item for the 20% Minimuim L</b><br>YES - this item is marked for Learning  | •  |
| ne Item ID: 497-3-0109<br><u>Allocation Type</u><br>Direct Allocation   |   | •  |
| ne Item ID: 497-3-0109<br>Allocation Type<br>Direct Allocation<br>Account Name  | YES - this item is marked for Learning  | •  |
| ne Item ID: 497-3-0109<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SUMMER SCHOOL  | YES - this item is marked for Learning<br><u>Account Number</u><br>6122IN4400   | Loss Set Aside Expenditure   |
| ne Item ID: 497-3-0109<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SUMMER SCHOOL<br>Function Code   | YES - this item is marked for Learning<br><u>Account Number</u><br>6122IN4400<br><b>Object Code</b>   | Loss Set Aside Expenditure Allowable Use   |
| New<br>ine Item ID: 497-3-0109<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SUMMER SCHOOL<br>Function Code<br>1000 - Instruction   | YES - this item is marked for Learning<br><u>Account Number</u><br>6122IN4400   | Loss Set Aside Expenditure   |
| ne Item ID: 497-3-0109<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SUMMER SCHOOL<br>Function Code<br>1000 - Instruction   | YES - this item is marked for Learning<br><u>Account Number</u><br>6122IN4400<br><b>Object Code</b>   | Loss Set Aside Expenditure Allowable Use 11A - Planning and implementing summer learning or enrichment programs.   |
| ne Item ID: 497-3-0109<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SUMMER SCHOOL<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi   | YES - this item is marked for Learning<br>Account Number<br>6122IN4400<br>Object Code<br>290 - Other Employee Benefits  | Allowable Use<br>11A - Planning and implementing<br>summer learning or enrichment<br>programs.<br>ss a COVID-19 need   |
| ne Item ID: 497-3-0109<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SUMMER SCHOOL<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>New - Move 2023 summer school from E   | YES - this item is marked for Learning<br>Account Number<br>6122IN4400<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address  | Allowable Use<br>11A - Planning and implementing<br>summer learning or enrichment<br>programs.<br>ss a COVID-19 need   |
| ne Item ID: 497-3-0109<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SUMMER SCHOOL<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>New - Move 2023 summer school from E<br>Budgeted Expenditures in SFY 2021  | YES - this item is marked for Learning<br>Account Number<br>6122IN4400<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address<br>ESSER II into ESSER III and add summer scl  | Allowable Use<br>11A - Planning and implementing<br>summer learning or enrichment<br>programs.<br>ss a COVID-19 need   |
| ne Item ID: 497-3-0109<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SUMMER SCHOOL<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>New - Move 2023 summer school from E<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | YES - this item is marked for Learning<br>Account Number<br>6122IN4400<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address<br>ESSER II into ESSER III and add summer scl<br>\$0   | Allowable Use<br>11A - Planning and implementing<br>summer learning or enrichment<br>programs.<br>ss a COVID-19 need   |
| ne Item ID: 497-3-0109<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SUMMER SCHOOL<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>New - Move 2023 summer school from E<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | YES - this item is marked for Learning<br>Account Number<br>6122IN4400<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address<br>ESSER II into ESSER III and add summer scl<br>\$0<br>\$0<br>\$0                           | Allowable Use<br>11A - Planning and implementing<br>summer learning or enrichment<br>programs.<br>ss a COVID-19 need   |
| ne Item ID: 497-3-0109<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SUMMER SCHOOL<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>New - Move 2023 summer school from E<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | YES - this item is marked for Learning<br>Account Number<br>6122IN4400<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address<br>ESSER II into ESSER III and add summer scl<br>\$0<br>\$0<br>\$1,385                       | Allowable Use<br>11A - Planning and implementing<br>summer learning or enrichment<br>programs.<br>ss a COVID-19 need<br>hool 2024                              |
| ne Item ID: 497-3-0109<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SUMMER SCHOOL<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi   | YES - this item is marked for Learning<br>Account Number<br>6122IN4400<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address<br>ESSER II into ESSER III and add summer scl<br>\$0<br>\$0<br>\$1,385<br>\$1,385<br>\$1,385 | Loss Set Aside Expenditure     Allowable Use   11A - Planning and implementing summer learning or enrichment programs.   ss a COVID-19 need hool 2024   Status |

| Direct Allocation   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |   |
|---|--|---|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure   |   |
| Account Name  | Account Number   |   |
| ESSER3 RETENTION  | 6122IN0000   |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 110 - Regular Certified Salaries   | 16 - Other activities necessary to  |
|   |  | maintain LEA operations and services and employ existing LEA staff.   |
|   |  |   |
| Please describe the expenditures within   | •  |   |
| New- add retention stipend for those who<br>2024. This approximately \$100 stipend w  | o were employed in May 15, 2024 and<br>ould be paid to all approximately 1550  | continue employment through September 3,  |
| New- add retention stipend for those who<br>2024. This approximately \$100 stipend w<br>Budgeted Expenditures in SFY 2021   | o were employed in May 15, 2024 and  | continue employment through September 3,  |
| New- add retention stipend for those who<br>2024. This approximately \$100 stipend w  | o were employed in May 15, 2024 and<br>ould be paid to all approximately 1550  | continue employment through September 3,  |
| New- add retention stipend for those who<br>2024. This approximately \$100 stipend w<br>Budgeted Expenditures in SFY 2021   | o were employed in May 15, 2024 and<br>rould be paid to all approximately 1550<br>\$0                                  | continue employment through September 3   |
| New- add retention stipend for those who<br>2024. This approximately \$100 stipend w<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | o were employed in May 15, 2024 and<br>rould be paid to all approximately 1550<br>\$0<br>\$0                           | continue employment through September 3,  |
| New- add retention stipend for those who<br>2024. This approximately \$100 stipend w<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023   | o were employed in May 15, 2024 and<br>rould be paid to all approximately 1550<br>\$0<br>\$0<br>\$0                    | continue employment through September 3,<br>) staff, on or before September 30, 2024.                         |
| New- add retention stipend for those who<br>2024. This approximately \$100 stipend w<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024  | o were employed in May 15, 2024 and<br>rould be paid to all approximately 1550<br>\$0<br>\$0<br>\$0<br>\$155,000       | continue employment through September 3,<br>) staff, on or before September 30, 2024.<br><u><b>Status</b></u> |
| New- add retention stipend for those who<br>2024. This approximately \$100 stipend w<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures                                | o were employed in May 15, 2024 and<br>rould be paid to all approximately 1550<br>\$0<br>\$0<br>\$0<br>\$155,000       | continue employment through September 3,<br>) staff, on or before September 30, 2024.<br><u><b>Status</b></u> |
| New- add retention stipend for those who<br>2024. This approximately \$100 stipend w<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Line Item Comment from KSDE | o were employed in May 15, 2024 and<br>rould be paid to all approximately 1550<br>\$0<br>\$0<br>\$155,000<br>\$155,000 | continue employment through September 3,<br>) staff, on or before September 30, 2024.<br><u><b>Status</b></u> |

| Allocation Type                        | <u>Is this Item for the 20% Minimuim Le</u>  | earning Loss Set Aside Expenditure   |
|--|--|--|
| Direct Allocation                      | NO - this item is not marked for Learning  | ng Loss Set Aside Expenditure  |
| Account Name                           | Account Number   |  |
| ESSER3 RETENTION                       | 6122IN0000   |  |
| Function Code                          | Object Code  | Allowable Use  |
| 1000 - Instruction                     | 120 - Regular Non-Certified Salaries   | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Please describe the expenditures withi | n the account and how they will addres   | s a COVID-19 need  |
| •                                      | o were employed in May 15, 2024 and cor<br>yould be paid to all approximately 1550 sta |  |
| Budgeted Expenditures in SFY 2021      | \$0  |  |
| Budgeted Expenditures in SFY 2022      | \$0  |  |
| Budgeted Expenditures in SFY 2023      | \$0  |  |
| Budgeted Expenditures in SFY 2024      | \$50,000   | <u>Status</u>  |
| Total Expenditures                     | \$50,000   | Task Force Review  |
|  |  |  |
| Line Item Comment from KSDE            |  |  |
| Line Item Comment from KSDE New-       |  |  |
|  |  |  |

| Allocation Type                       | <u>Is this Item for the 20% Minimuim L</u>  | earning Loss Set Aside Expenditure   |
|---------------------------------------|---|--|
| Direct Allocation                     | NO - this item is not marked for Learning Loss Set Aside Expenditure                  |  |
| Account Name                          | Account Number  |  |
| ESSER3 RETENTION                      | 6122IN0000  |  |
| Function Code                         | Object Code   | Allowable Use  |
| 1000 - Instruction                    | 220 - Social Security Contributions   | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Please describe the expenditures with | in the account and how they will addre  | ss a COVID-19 need   |
| •                                     | to were employed in May 15, 2024 and co<br>vould be paid to all approximately 1550 st | ntinue employment through September 3,<br>aff, on or before September 30, 2024.                        |
| Budgeted Expenditures in SFY 2021     | \$0   |  |
| Budgeted Expenditures in SFY 2022     | \$0   |  |
| Budgeted Expenditures in SFY 2023     | \$0   |  |
| Budgeted Expenditures in SFY 2024     | \$15,680  | <u>Status</u>  |
| Total Expenditures                    | \$15,680  | Task Force Review  |
| Line Item Comment from KSDE           |   |  |
| New-                                  |   |  |
|                                       |   |  |
|                                       |   |  |

| Allocation Type                       | <u>Is this Item for the 20% Minimuin</u>                             | n Learning Loss Set Aside Expenditure  |
|---------------------------------------|--|--|
| Direct Allocation                     | NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
| Account Name                          | Account Number   |  |
| ESSER3 RETENTION                      | 6122IN0000   |  |
| Function Code                         | Object Code  | Allowable Use  |
| 1000 - Instruction                    | 290 - Other Employee Benefits  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| Please describe the expenditures with | in the account and how they will add                                 | ress a COVID-19 need   |
|                                       |  | continue employment through September 3,<br>) staff, on or before September 30, 2024.                  |
| Budgeted Expenditures in SFY 2021     | \$0  |  |
| Budgeted Expenditures in SFY 2022     | \$0  |  |
| Budgeted Expenditures in SFY 2023     | \$0  |  |
| Budgeted Expenditures in SFY 2024     | \$1,920  | <u>Status</u>  |
| Total Expenditures                    | \$1,920  | Task Force Review  |
| Line Item Comment from KSDE           |  |  |
| New-                                  |  |  |
|                                       |  |  |
|                                       |  |  |

| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure   |   |
|--|---|---|
|  | TES - this item is marked for Learning Loss Set Aside expenditure   |   |
| Account Name   | Account Number  |   |
| ESSER3 PROFESSIONAL DEVELOPMENT  | 6122ST0000  |   |
| Function Code  | Object Code   | Allowable Use   |
| 2000 - Support Services  | 300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| <b>Please describe the expenditures within</b><br>New item - KAGAN professional developm<br>registration, flights, hotel and per diem. S   | nent to send 4 staff to KAGAN 5 day wor   | kshop and 2 day coach training including  |
| New item - KAGAN professional developr   | nent to send 4 staff to KAGAN 5 day wor   | kshop and 2 day coach training including  |
| New item - KAGAN professional developr   | nent to send 4 staff to KAGAN 5 day wor   | kshop and 2 day coach training including  |
| New item - KAGAN professional developr<br>registration, flights, hotel and per diem. S   | nent to send 4 staff to KAGAN 5 day wor<br>tudent subgroups served by this PD will l                                  | kshop and 2 day coach training including  |
| New item - KAGAN professional developr<br>registration, flights, hotel and per diem. S<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | nent to send 4 staff to KAGAN 5 day wor<br>tudent subgroups served by this PD will 1<br>\$0                           | kshop and 2 day coach training including  |
| New item - KAGAN professional developr<br>registration, flights, hotel and per diem. S<br>Budgeted Expenditures in SFY 2021  | nent to send 4 staff to KAGAN 5 day wor<br>tudent subgroups served by this PD will 1<br>\$0<br>\$0                    | kshop and 2 day coach training including  |
| New item - KAGAN professional developr<br>registration, flights, hotel and per diem. S<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | nent to send 4 staff to KAGAN 5 day wor<br>tudent subgroups served by this PD will 1<br>\$0<br>\$0<br>\$0<br>\$0      | kshop and 2 day coach training including<br>be Title I and ESL.                       |
| New item - KAGAN professional developr<br>registration, flights, hotel and per diem. S<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | nent to send 4 staff to KAGAN 5 day wor<br>tudent subgroups served by this PD will 1<br>\$0<br>\$0<br>\$0<br>\$13,600 | kshop and 2 day coach training including<br>be Title I and ESL.<br><u>Status</u>      |

| for Learning Loss Set Aside Expenditure Allowable Use  |
|--|
| Allowable Use  |
| Allowable Use  |
| Allowable Use  |
|  |
| ESSIONAL 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
|  |
|  |
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|  |
|  |
|  |
| Status   |
| <u>Status</u><br>Task Force Review   |
|  |
|  |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |
|--|--|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure  |  |
| Account Name   | Account Number   |  |
| ESSER3 PROFESSIONAL DEVELOPMENT  | 6122ST0000   |  |
| Function Code  | Object Code  | Allowable Use  |
| 2000 - Support Services  | 100 - Personal Services - Salaries   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.                        |
|  |  | • •  |
|  | nent staff stipend for those attending tr  | ess a COVID-19 need<br>raining. Stipend paid at approximately \$156  |
| •  | nent staff stipend for those attending tr  | ess a COVID-19 need<br>raining. Stipend paid at approximately \$156  |
| New item - KAGAN professional developm<br>in salary and employer cost for one day of   | nent staff stipend for those attending tr<br>f training. Student subgroups impacted                                  | ess a COVID-19 need<br>raining. Stipend paid at approximately \$156  |
| New item - KAGAN professional developm<br>in salary and employer cost for one day of<br><b>Budgeted Expenditures in SFY 2021</b>   | nent staff stipend for those attending tr<br>f training. Student subgroups impacted<br>\$0                           | ess a COVID-19 need<br>raining. Stipend paid at approximately \$156  |
| New item - KAGAN professional developm<br>in salary and employer cost for one day of<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | nent staff stipend for those attending tr<br>f training. Student subgroups impacted<br>\$0<br>\$0                    | ess a COVID-19 need<br>raining. Stipend paid at approximately \$156  |
| New item - KAGAN professional developm<br>in salary and employer cost for one day of<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | nent staff stipend for those attending tr<br>f training. Student subgroups impacted<br>\$0<br>\$0<br>\$0             | ess a COVID-19 need<br>raining. Stipend paid at approximately \$156<br>I by this PD will be Title I and ESL. |
| New item - KAGAN professional developm<br>in salary and employer cost for one day of<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | nent staff stipend for those attending tr<br>f training. Student subgroups impacted<br>\$0<br>\$0<br>\$0<br>\$16,960 | ess a COVID-19 need<br>raining. Stipend paid at approximately \$156<br>by this PD will be Title I and ESL.   |

| Allocation Type                                    | Is this Item for the 20% Minimuim                                 | Learning Loss Set Aside Expenditure   |
|--|---|---|
| Direct Allocation                                  | YES - this item is marked for Learning Loss Set Aside Expenditure |   |
| Account Name                                       | Account Number  |   |
| ESSER3 PROFESSIONAL DEVELOPMENT                    | 6122ST0000  |   |
| Function Code                                      | Object Code   | Allowable Use   |
| 2000 - Support Services                            | 600 - SUPPLIES AND MATERIALS                                      | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Please describe the expenditures within            | n the account and how they will addre                             | ess a COVID-19 need   |
| New item - KAGAN professional developm<br>and ESL. | nent books for staff training. Student su                         | ubgroups impacted by this PD will be Title I  |
| Budgeted Expenditures in SFY 2021                  | \$0   |   |
| Budgeted Expenditures in SFY 2022                  | \$0   |   |
| Budgeted Expenditures in SFY 2023                  | \$0   |   |
| Budgeted Expenditures in SFY 2024                  | \$5,440   | <u>Status</u>   |
| Total Expenditures                                 | \$5,440   | Task Force Review   |
| Line Item Comment from KSDE                        |   |   |
| Please provide more information. What st<br>New    | udent subgroups will be impacted by th                            | nis training?   |
| Line Item ID: 497-3-0118                           |   |   |

| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure           |   |
|--|---|---|
|  | TES - this item is marked for Learning Loss Set Aside Experiditure          |   |
| Account Name   | Account Number  |   |
| ESSER3 PROFESSIONAL DEVELOPMENT  | 6122ST4870  |   |
| Function Code  | Object Code   | Allowable Use   |
| 2000 - Support Services  | 300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES                      | 12 - Addressing learning loss among students, including vulnerable populations. |
| New item - AVID professional developme   | •   |   |
| New item - AVID professional developme   | •   |   |
| New item - AVID professional developme<br>and ESL.   | •   |   |
| New item - AVID professional developme<br>and ESL.   | nt registration for 80 staff. Student subg                                  |   |
| New item - AVID professional developme<br>and ESL.<br>Budgeted Expenditures in SFY 2021  | nt registration for 80 staff. Student subg                                  |   |
| New item - AVID professional developme<br>and ESL.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | nt registration for 80 staff. Student subg<br>\$0<br>\$0                    |   |
|  | nt registration for 80 staff. Student subg<br>\$0<br>\$0<br>\$0<br>\$0      | roups impacted by this PD will be Title I                                       |
| New item - AVID professional developme<br>and ESL.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | nt registration for 80 staff. Student subg<br>\$0<br>\$0<br>\$0<br>\$38,500 | roups impacted by this PD will be Title I                                       |

|  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |
|--|--|--|
| Direct Allocation  | YES - this item is marked for Learning   | Loss Set Aside Expenditure   |
| Account Name   | Account Number   |  |
| ESSER3 PROFESSIONAL DEVELOPMENT  | 6122ST4870   |  |
| Function Code  | Object Code  | Allowable Use  |
| 2000 - Support Services  | 100 - Personal Services - Salaries   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures withir  | n the account and how they will addres   | ss a COVID-19 need   |
| New item - AVID professional developme<br>this PD will be Title I and ESL.   | nt stipend for approximately 80 staff atte   | ending. Student subgroups impacted by  |
| Budgeted Expenditures in SFY 2021  | \$O  |  |
| Budgeted Expenditures in SFY 2022  | \$0  |  |
| Budgeted Expenditures in SFY 2023  | \$0  |  |
| Budgeted Expenditures in SFY 2024  | \$24,500   | <u>Status</u>  |
| Total Expenditures   | \$24,500   | Task Force Review  |
|  |  |  |
| ne Item ID: 497-3-0120<br>Allocation Type  | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni   | •  |
| ne Item ID: 497-3-0120<br>Allocation Type<br>Direct Allocation   |  | •  |
| ne Item ID: 497-3-0120<br>Allocation Type<br>Direct Allocation<br>Account Name   | NO - this item is not marked for Learni  | •  |
| ne Item ID: 497-3-0120<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 Social Emotional  | NO - this item is not marked for Learni<br><u>Account Number</u>   | •  |
| New<br>ne Item ID: 497-3-0120<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 Social Emotional<br>Function Code<br>2000 - Support Services   | NO - this item is not marked for Learni<br><u>Account Number</u><br>6122ST1300   | ing Loss Set Aside Expenditure   |
| ne Item ID: 497-3-0120<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 Social Emotional<br>Function Code   | NO - this item is not marked for Learni<br>Account Number<br>6122ST1300<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES   | Allowable Use         10 - Providing mental health services and supports.  |
| ne Item ID: 497-3-0120<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 Social Emotional<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures within<br>New item - Character Strong professional   | NO - this item is not marked for Learni<br>Account Number<br>6122ST1300<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>The account and how they will address<br>development for new social emotional c  | Allowable Use          10 - Providing mental health services and supports.         ss a COVID-19 need         urriculum implementation. Back to school               |
| ne Item ID: 497-3-0120<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 Social Emotional<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures withir<br>New item - Character Strong professional<br>kick-off training, convocation speaker and   | NO - this item is not marked for Learni<br>Account Number<br>6122ST1300<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>The account and how they will address<br>development for new social emotional c  | Allowable Use          10 - Providing mental health services and supports.         ss a COVID-19 need         urriculum implementation. Back to school               |
| ne Item ID: 497-3-0120<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 Social Emotional<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures within<br>New item - Character Strong professional<br>kick-off training, convocation speaker and<br>Budgeted Expenditures in SFY 2021  | NO - this item is not marked for Learni<br>Account Number<br>6122ST1300<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>The account and how they will address<br>development for new social emotional contents<br>and professional development through 2023                                      | Allowable Use          10 - Providing mental health services and supports.         ss a COVID-19 need         urriculum implementation. Back to school               |
| ne Item ID: 497-3-0120<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 Social Emotional<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures within<br>New item - Character Strong professional<br>kick-off training, convocation speaker and<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | NO - this item is not marked for Learni<br>Account Number<br>6122ST1300<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>The account and how they will address<br>development for new social emotional c<br>professional development through 2023<br>\$0  | Allowable Use          10 - Providing mental health services and supports.         ss a COVID-19 need         urriculum implementation. Back to school               |
| ne Item ID: 497-3-0120<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 Social Emotional<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures within<br>New item - Character Strong professional<br>kick-off training, convocation speaker and<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | NO - this item is not marked for Learni<br>Account Number<br>6122ST1300<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>In the account and how they will address<br>development for new social emotional c<br>I professional development through 2023<br>\$0<br>\$0<br>\$0                       | Allowable Use          10 - Providing mental health services and supports.         ss a COVID-19 need         urriculum implementation. Back to school               |
| ne Item ID: 497-3-0120<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 Social Emotional<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures within<br>New item - Character Strong professional<br>kick-off training, convocation speaker and<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | NO - this item is not marked for Learning<br>Account Number<br>6122ST1300<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>The account and how they will address<br>development for new social emotional of<br>professional development through 2023<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0           | Allowable Use          10 - Providing mental health services and supports.         ss a COVID-19 need         urriculum implementation. Back to school 3-24.         |
| ne Item ID: 497-3-0120<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 Social Emotional<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures within   | NO - this item is not marked for Learni<br>Account Number<br>6122ST1300<br>Object Code<br>300 - PURCHASED PROFESSIONAL<br>AND TECHNICAL SERVICES<br>The account and how they will address<br>development for new social emotional c<br>professional development through 2023<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$102,000 | Allowable Use          10 - Providing mental health services and supports.         ss a COVID-19 need         urriculum implementation. Back to school         3-24. |

| Allocation Type   | <u>Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure</u>   |  |
|---|--|--|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
| Account Name  | Account Number   |  |
| SSER3 Social Emotional  | 6122ST1300   |  |
| Function Code   | Object Code  | Allowable Use  |
| 000 - Support Services  | 600 - SUPPLIES AND MATERIALS   | 10 - Providing mental health services and supports.  |
| Please describe the expenditures with   | in the account and how they will addre   | ess a COVID-19 need  |
| lew item - Character Strong book study  | professional development   |  |
| udgeted Expenditures in SFY 2021  | \$0  |  |
| Budgeted Expenditures in SFY 2022   | \$0  |  |
| Budgeted Expenditures in SFY 2023   | \$0  |  |
| Budgeted Expenditures in SFY 2024   | \$18,000   | <u>Status</u>  |
| otal Expenditures   | \$18,000   | Task Force Review  |
|   |  |  |
| ine Item Comment from KSDE  |  |  |
|   |  |  |
| New   |  |  |
|   |  |  |
|   |  |  |
| ne Item ID: 497-3-0122  | Is this Item for the 20% Minimuim  | Learning Loss Set Aside Expenditure  |
| ne Item ID: 497-3-0122  | <b>Is this Item for the 20% Minimuim</b><br>NO - this item is not marked for Learr   | • ·  |
| ne Item ID: 497-3-0122<br>Allocation Type<br>Direct Allocation  |  | •  |
| ne Item ID: 497-3-0122<br>Allocation Type<br>Direct Allocation<br>Account Name  | NO - this item is not marked for Learr   | •  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>SSSER3 SPED STIPEND   | NO - this item is not marked for Learr<br><u>Account Number</u>  | •  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SPED STIPEND<br>Function Code  | NO - this item is not marked for Learr<br><u>Account Number</u><br>6122IN8000  | ning Loss Set Aside Expenditure  |
| The Item ID: 497-3-0122<br>Allocation Type<br>Direct Allocation<br>Account Name<br>SSSER3 SPED STIPEND<br>Function Code   | NO - this item is not marked for Learr<br><u>Account Number</u><br>6122IN8000<br><b>Object Code</b>  | Allowable Use 16 - Other activities necessary to maintain LEA operations and service   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SPED STIPEND<br>Function Code  | NO - this item is not marked for Learr<br><u>Account Number</u><br>6122IN8000<br><b>Object Code</b>  | Allowable Use  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SPED STIPEND<br>Function Code<br>2000 - Support Services   | NO - this item is not marked for Learr<br><u>Account Number</u><br>6122IN8000<br><b>Object Code</b><br>110 - Regular Certified Salaries  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and service<br>and employ existing LEA staff.   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>SSSER3 SPED STIPEND<br>Function Code<br>2000 - Support Services   | NO - this item is not marked for Learn<br>Account Number<br>6122IN8000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addre  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and service<br>and employ existing LEA staff.<br>Ess a COVID-19 need  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>SSSER3 SPED STIPEND<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures with<br>New item - New hire stipend of \$1,000 for  | NO - this item is not marked for Learn<br>Account Number<br>6122IN8000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addre<br>or new certified special education staff we   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and service<br>and employ existing LEA staff.<br>Ess a COVID-19 need  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>SSER3 SPED STIPEND<br>Function Code<br>1000 - Support Services<br>Please describe the expenditures within<br>New item - New hire stipend of \$1,000 for<br>o fill many certified special education op   | NO - this item is not marked for Learn<br>Account Number<br>6122IN8000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addre<br>or new certified special education staff we   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and service<br>and employ existing LEA staff.<br>Ess a COVID-19 need  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SPED STIPEND<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures within<br>New item - New hire stipend of \$1,000 for<br>o fill many certified special education op<br>Budgeted Expenditures in SFY 2021   | NO - this item is not marked for Learn<br>Account Number<br>6122IN8000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addre<br>or new certified special education staff we<br>benings.   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and service<br>and employ existing LEA staff.<br>Ess a COVID-19 need  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SPED STIPEND<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures within<br>New item - New hire stipend of \$1,000 for<br>o fill many certified special education op<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | NO - this item is not marked for Learn<br>Account Number<br>6122IN8000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addre<br>for new certified special education staff we<br>benings.<br>\$0   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and service<br>and employ existing LEA staff.<br>Ess a COVID-19 need  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SPED STIPEND<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures within<br>New item - New hire stipend of \$1,000 for<br>o fill many certified special education op<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023   | NO - this item is not marked for Learn<br>Account Number<br>6122IN8000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addres<br>for new certified special education staff we<br>benings.<br>\$0<br>\$0   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and service<br>and employ existing LEA staff.<br>Ess a COVID-19 need  |
| he Item ID: 497-3-0122<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SPED STIPEND<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures within<br>New item - New hire stipend of \$1,000 for<br>to fill many certified special education op<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024           | NO - this item is not marked for Learn<br>Account Number<br>6122IN8000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will address<br>or new certified special education staff we<br>benings.<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0                           | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Ess a COVID-19 need<br>orking in certified SPED position. Incentive   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>SSSER3 SPED STIPEND<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures within<br>New item - New hire stipend of \$1,000 for<br>o fill many certified special education op<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023 | NO - this item is not marked for Learn<br>Account Number<br>6122IN8000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addre<br>or new certified special education staff we<br>benings.<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0 | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>The set of the second services and employ existing LEA staff.<br>The second second services and services and employ existing LEA staff.<br>The second s |
| New item - New hire stipend of \$1,000 fo<br>to fill many certified special education op<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures  | NO - this item is not marked for Learn<br>Account Number<br>6122IN8000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addre<br>or new certified special education staff we<br>benings.<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0 | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and servic<br>and employ existing LEA staff.<br>Ess a COVID-19 need<br>orking in certified SPED position. Incenti<br>Status   |
| he Item ID: 497-3-0122<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SPED STIPEND<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures within<br>New item - New hire stipend of \$1,000 for<br>to fill many certified special education op<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024           | NO - this item is not marked for Learn<br>Account Number<br>6122IN8000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addre<br>or new certified special education staff we<br>benings.<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0 | Allowable Use          16 - Other activities necessary to maintain LEA operations and service and employ existing LEA staff.         ess a COVID-19 need         orking in certified SPED position. Incentiv         Status  |

| <u>Allocation Type</u>   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |
|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
| Account Name   | Account Number   |  |
| ESSER3 Social Emotional  | 6122IS1300   |  |
| Function Code  | Object Code  | Allowable Use  |
| 2000 - Support Services  | 110 - Regular Certified Salaries   | 10 - Providing mental health services and supports.                        |
| •  | es within the account and how they will addr   | r <b>ess a COVID-19 need</b><br>dents. Support includes social emotional a |
| New item - Staff stipends to provi                                     | ac additional support to balland start and star  |  |
| behavioral aspects. Additional su                                      | pport will be helping staff manage the social er<br>will be paid during the 2023/24 fiscal year.             | motional and behavioral needs of students.                                 |
| behavioral aspects. Additional su<br>Up to 10 stipends of \$5,000 each | pport will be helping staff manage the social er<br>will be paid during the 2023/24 fiscal year.             | motional and behavioral needs of students.                                 |
| behavioral aspects. Additional su                                      | pport will be helping staff manage the social er<br>will be paid during the 2023/24 fiscal year.<br>2021 \$0 | motional and behavioral needs of students.                                 |

Budgeted Expenditures in SFY 2024\$50,808StatusTotal Expenditures\$50,808Task Force Review

#### Line Item Comment from KSDE

What additional supports will be provided, how many employees will receive it or how much is each stipend, and when will it be paid? New

| Allocation Type         | <u>Is this Item for the 20% Minimuim L</u> | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |
|-------------------------|--|---|--|
| Direct Allocation       | NO - this item is not marked for Learni    | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |
| Account Name            | Account Number                             | Account Number  |  |
| ESSER3 Social Emotional | 6122IS1300                                 |   |  |
| Function Code           | Object Code                                | Allowable Use   |  |
|                         | 220 - Social Security Contributions        | 10 - Providing mental health services                                 |  |

New item - Staff stipends to provide additional support to building staff and students. Support includes social emotional and behavioral aspects. Additional support will be helping staff manage the social emotional and behavioral needs of students. Up to 10 stipends of \$5,000 each will be paid during the 2023/24 fiscal year.

| Budgeted Expenditures in SFY 2021 | \$0     |
|-----------------------------------|---------|
| Budgeted Expenditures in SFY 2022 | \$0     |
| Budgeted Expenditures in SFY 2023 | \$0     |
| Budgeted Expenditures in SFY 2024 | \$3,880 |
| Total Expenditures                | \$3,880 |

| <u>Status</u>     |
|-------------------|
| Task Force Review |

#### Line Item Comment from KSDE

What additional supports will be provided, how many employees will receive it or how much is each stipend, and when will it be paid? New

| <u>Allocation Type</u><br>Direct Allocation | NO - this item is not marked for Lea | Learning Loss Set Aside Expenditure<br>rning Loss Set Aside Expenditure |
|---|--------------------------------------|---|
| Account Name                                | Account Number                       |   |
| ESSER3 Social Emotional                     | 6122IS1300                           |   |
| Function Code                               | Object Code                          | Allowable Use   |
| 2000 - Support Services                     | 290 - Other Employee Benefits        | 10 - Providing mental health services and supports.                     |

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

New item - Staff stipends to provide additional support to building staff and students. Support includes social emotional and behavioral aspects. Additional support will be helping staff manage the social emotional and behavioral needs of students. Up to 10 stipends of \$5,000 each will be paid during the 2023/24 fiscal year.

| Budgeted Expenditures in SFY 2021 | \$0   |
|-----------------------------------|-------|
| Budgeted Expenditures in SFY 2022 | \$0   |
| Budgeted Expenditures in SFY 2023 | \$0   |
| Budgeted Expenditures in SFY 2024 | \$312 |
| Total Expenditures                | \$312 |

| <u>Status</u>     |
|-------------------|
| Task Force Review |

## Line Item Comment from KSDE

What additional supports will be provided, how many employees will receive it or how much is each stipend, and when will it be paid? New

Line Item ID: 497-3-0126

| irect Allocation   | NO - this item is not marked for Learn  | ning Loss Set Aside Expenditure   |
|--|---|---|
| Account Nama   |   |   |
| <mark>Account Name</mark><br>ESSER3 SPED STIPEND   | <u>Account Number</u><br>6122IN8000   |   |
|  |   |   |
| Function Code  | Object Code   | Allowable Use   |
| 2000 - Support Services  | 220 - Social Security Contributions   | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  |
| Please describe the expenditures with  | in the account and how they will addre  | ess a COVID-19 need   |
| New item - New hire stipend of \$1,000 for the stipend of \$1,000 for the stip of the state of the | •   | orking in certified SPED position. Incentive  |
| Budgeted Expenditures in SFY 2021  | \$0   |   |
| Budgeted Expenditures in SFY 2022  | \$0   |   |
| Budgeted Expenditures in SFY 2023  | \$0   |   |
| Budgeted Expenditures in SFY 2024  | \$3,880   | <u>Status</u>   |
| Total Expenditures   | \$3,880   | Task Force Review   |
|  |   |   |
| Line Item Comment from KSDE  |   |   |
| New  |   |   |
| New<br>ne Item ID: 497-3-0127  | Is this Item for the 20% Minimuim I   | Learning Loss Set Aside Expenditure   |
| New<br>ne Item ID: 497-3-0127<br>Allocation Type   | <u>Is this Item for the 20% Minimuim I</u><br>NO - this item is not marked for Learn  | •   |
|  |   | •   |
| New<br>ne Item ID: 497-3-0127<br>Allocation Type<br>Direct Allocation<br>Account Name  | NO - this item is not marked for Learn  | •   |
| New<br>ne Item ID: 497-3-0127<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SPED STIPEND   | NO - this item is not marked for Learn<br><u>Account Number</u><br>6122IN8000   | ning Loss Set Aside Expenditure   |
| New ne Item ID: 497-3-0127 Allocation Type Direct Allocation Account Name ESSER3 SPED STIPEND Function Code  | NO - this item is not marked for Learn<br><u>Account Number</u><br>6122IN8000<br><b>Object Code</b>   | ning Loss Set Aside Expenditure   |
| New<br>ne Item ID: 497-3-0127<br>Allocation Type<br>Direct Allocation  | NO - this item is not marked for Learn<br><u>Account Number</u><br>6122IN8000   | ning Loss Set Aside Expenditure   |
| New ne Item ID: 497-3-0127 Allocation Type Direct Allocation Account Name ESSER3 SPED STIPEND Function Code 2000 - Support Services  | NO - this item is not marked for Learn<br>Account Number<br>6122IN8000<br><b>Object Code</b><br>290 - Other Employee Benefits   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| New<br>ne Item ID: 497-3-0127<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SPED STIPEND<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures with<br>New item - New hire stipend of \$1,000 fr   | NO - this item is not marked for Learn<br>Account Number<br>6122IN8000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addre<br>or new certified special education staff wo   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| New The Item ID: 497-3-0127  Allocation Type Direct Allocation Account Name ESSER3 SPED STIPEND Function Code 2000 - Support Services  Please describe the expenditures with New item - New hire stipend of \$1,000 fe to fill many certified special education of   | NO - this item is not marked for Learn<br>Account Number<br>6122IN8000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addre<br>or new certified special education staff wo   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Ess a COVID-19 need  |
| New The Item ID: 497-3-0127  Allocation Type Direct Allocation  Account Name ESSER3 SPED STIPEND  Function Code 2000 - Support Services  Please describe the expenditures with New item - New hire stipend of \$1,000 fe to fill many certified special education of Budgeted Expenditures in SFY 2021   | NO - this item is not marked for Learn<br>Account Number<br>6122IN8000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addre<br>or new certified special education staff wo<br>penings.   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Ess a COVID-19 need  |
| New Ine Item ID: 497-3-0127 Allocation Type Direct Allocation Account Name ESSER3 SPED STIPEND Function Code 2000 - Support Services Please describe the expenditures with New item - New hire stipend of \$1,000 fe to fill many certified special education of Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022   | NO - this item is not marked for Learn<br>Account Number<br>6122IN8000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addre<br>or new certified special education staff wo<br>penings.<br>\$0                                    | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Ess a COVID-19 need  |
| New Ine Item ID: 497-3-0127 Allocation Type Direct Allocation Account Name ESSER3 SPED STIPEND Function Code 2000 - Support Services Please describe the expenditures with New item - New hire stipend of \$1,000 fe to fill many certified special education of Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 Budgeted Expenditures in SFY 2023   | NO - this item is not marked for Learn<br>Account Number<br>6122IN8000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addre<br>or new certified special education staff wo<br>penings.<br>\$0<br>\$0                             | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Ess a COVID-19 need  |
| New<br>ne Item ID: 497-3-0127<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SPED STIPEND<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures with  | NO - this item is not marked for Learn<br>Account Number<br>6122IN8000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addre<br>or new certified special education staff wo<br>penings.<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0 | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>Sess a COVID-19 need<br>orking in certified SPED position. Incentive |

| Allocation Type   | Is this Item for the 20% Minimu   | uim Learning Loss Set Aside Expenditure                               |
|---|---|---|
| Direct Allocation   | NO - this item is not marked for I  | Learning Loss Set Aside Expenditure                                   |
| Account Name  | Account Number  |   |
| ESSER3 OPER & MAINT   | 6122OM0000  |   |
| Function Code   | Object Code   | Allowable Use   |
| 2600 - Operation and Maintenance of   | 344 - Engineering Services  | 14 - Inspection, testing, maintenance                                 |
| Plant Services (All except<br>Transportation)   |   | repair, replacement and upgrade<br>projects to improve the indoor air |
|   |   |   |
| •   | •   |   |
| •   | •   | ddress a COVID-19 need  |
| Please describe the expenditures with<br>Reduced amount - Engineering services t<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | to upgrade controls for HVAC system   | ddress a COVID-19 need  |
| Reduced amount - Engineering services t<br>Budgeted Expenditures in SFY 2021  | to upgrade controls for HVAC systen<br>\$0  | ddress a COVID-19 need  |
| Reduced amount - Engineering services<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | to upgrade controls for HVAC systen<br>\$0<br>\$181,800                                   | ddress a COVID-19 need  |
| Reduced amount - Engineering services a<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | to upgrade controls for HVAC system<br>\$0<br>\$181,800<br>\$0                            | ddress a COVID-19 need  |
| Reduced amount - Engineering services a<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures | to upgrade controls for HVAC system<br>\$0<br>\$181,800<br>\$0<br><u>\$0</u>              | ddress a COVID-19 need<br>ns<br><u>Status</u>                         |
| Reduced amount - Engineering services<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024                         | to upgrade controls for HVAC system<br>\$0<br>\$181,800<br>\$0<br><u>\$0</u><br>\$181,800 | ddress a COVID-19 need<br>ns<br><u>Status</u>                         |

| <b>nt Number</b><br>50000<br>t <b>Code</b><br>Regular Non-Certified Salaries |  |
|--|--|
| Code   | 4 - Activities to address the unique   |
|  | 4 - Activities to address the unique   |
| Regular Non-Certified Salaries   |  |
|  | needs of low-income children, children<br>with disabilities, English learners, racial<br>and ethnic minorities, students<br>experiencing homelessness, and foster<br>care youth, including outreach and<br>service delivery. |
| -  | Iress a COVID-19 need<br>udes engagement and belonging activities.   |
| \$0  |  |
| \$0  |  |
| \$0  |  |
| \$23,095   | <u>Status</u>  |
| \$23,095   | Task Force Review  |
|  | \$0<br>\$0<br>\$0<br>\$23,095  |

| Direct Allocation   | NO - this item is not marked for Learr  | ning Loss Set Aside Expenditure   |
|---|---|---|
| Account Name  | Account Number  |   |
| ESSER3 STUDENT SUPPORT  | 6122SS0000  |   |
| Function Code   | Object Code   | Allowable Use   |
| 2000 - Support Services   | 220 - Social Security Contributions   | 4 - Activities to address the unique<br>needs of low-income children, children<br>with disabilities, English learners, racial<br>and ethnic minorities, students<br>experiencing homelessness, and foster |
| •   | <b>in the account and how they will addre</b><br>Native American Student Services, includ |   |
| New item - Student support services for   | Native American Student Services, includ  | service delivery.   |
| New item - Student support services for<br>Budgeted Expenditures in SFY 2021  | Native American Student Services, includ<br>\$0   | service delivery.   |
| New item - Student support services for<br>Budgeted Expenditures in SFY 2021  | Native American Student Services, includ  | service delivery.   |
| New item - Student support services for<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | Native American Student Services, includ<br>\$0   | service delivery.   |
| New item - Student support services for<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | Native American Student Services, includ<br>\$0<br>\$0                                    | service delivery.   |
| •   | Native American Student Services, includ<br>\$0<br>\$0<br>\$0<br>\$0                      | service delivery.   |
| New item - Student support services for<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | Native American Student Services, includ<br>\$0<br>\$0<br>\$0<br>\$1,770                  | service delivery.<br>ess a COVID-19 need<br>es engagement and belonging activities.<br><u>Status</u>  |

| Direct Allocation   | NO - this item is not marked for Lea                                  | rning Loss Set Aside Expenditure  |
|---|---|---|
| Account Name  | Account Number  |   |
| ESSER3 STUDENT SUPPORT  | 6122SS0000  |   |
| Function Code   | Object Code   | Allowable Use   |
| 2000 - Support Services   | 290 - Other Employee Benefits   | 4 - Activities to address the unique<br>needs of low-income children, children<br>with disabilities, English learners, racial<br>and ethnic minorities, students<br>experiencing homelessness, and foster |
| -   | -   | care youth, including outreach and<br>service delivery.   |
|   | Native American Student Services, inclu                               | care youth, including outreach and service delivery.  |
| New item - Student support services for<br>Budgeted Expenditures in SFY 2021  | Native American Student Services, inclu<br>\$0                        | care youth, including outreach and<br>service delivery.   |
| New item - Student support services for<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | Native American Student Services, inclu<br>\$0<br>\$0                 | care youth, including outreach and<br>service delivery.   |
| New item - Student support services for<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | Native American Student Services, inclu<br>\$0<br>\$0<br>\$0<br>\$0   | care youth, including outreach and<br>service delivery.<br>ress a COVID-19 need<br>ides engagement and belonging activities.  |
| New item - Student support services for<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | Native American Student Services, inclu<br>\$0<br>\$0                 | care youth, including outreach and<br>service delivery.   |
| •   | Native American Student Services, inclu<br>\$0<br>\$0<br>\$0<br>\$0   | care youth, including outreach and<br>service delivery.<br>ress a COVID-19 need<br>ides engagement and belonging activities.  |
| New item - Student support services for<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | Native American Student Services, inclu<br>\$0<br>\$0<br>\$0<br>\$135 | care youth, including outreach and<br>service delivery.<br>ress a COVID-19 need<br>ides engagement and belonging activities.  |

| Direct AllocationNO - this item is not marked for LearninAccount NameAccount NumberESSER3 BUILDING IMPROVEMENT6122BI0000Function CodeObject Code4700 - Building Improvements120 - Regular Non-Certified SalariesPlease describe the expenditures within the account and how they will addressRetention Incentive Plan - Payments for eligible staff, part of a multi-period plan toBudgeted Expenditures in SFY 2021\$0Budgeted Expenditures in SFY 2022\$11,517Budgeted Expenditures in SFY 2023\$17,276Budgeted Expenditures in SFY 2024\$0Total Expenditures\$28,793Line Item Comment from KSDE\$28,793Per applicant, The pandemic has led to greater than normal turnover in<br>employees to stay employed with the District. Retaining employees is<br>vital to creating a beneficial learning environment to the students. The<br>retention incentive plan would require an employee to be continuously   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>a COVID-19 need                    |
|---|---|
| ESSER3 BUILDING IMPROVEMENT       6122B10000         Function Code       Object Code         4700 - Building Improvements       120 - Regular Non-Certified Salaries         Please describe the expenditures within the account and how they will address         Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to         Budgeted Expenditures in SFY 2021       \$0         Budgeted Expenditures in SFY 2022       \$11,517         Budgeted Expenditures in SFY 2023       \$17,276         Budgeted Expenditures in SFY 2024       \$0         Total Expenditures       \$28,793         Line Item Comment from KSDE       \$28,793         Per applicant, The pandemic has led to greater than normal turnover in employees. USD497 created a retention schedule to encourage employees to stay employed with the District. Retaining employees is vital to creating a beneficial learning environment to the students. The | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br><b>a COVID-19 need</b><br>retain staff through 2023 |
| Function Code       Object Code         4700 - Building Improvements       120 - Regular Non-Certified Salaries         Please describe the expenditures within the account and how they will address         Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to         Budgeted Expenditures in SFY 2021       \$0         Budgeted Expenditures in SFY 2022       \$11,517         Budgeted Expenditures in SFY 2023       \$17,276         Budgeted Expenditures in SFY 2024       \$0         Total Expenditures       \$28,793         Line Item Comment from KSDE       \$28,793         Per applicant, The pandemic has led to greater than normal turnover in employees. USD497 created a retention schedule to encourage employees to stay employed with the District. Retaining employees is vital to creating a beneficial learning environment to the students. The  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br><b>a COVID-19 need</b><br>retain staff through 2023 |
| 4700 - Building Improvements       120 - Regular Non-Certified Salaries         Please describe the expenditures within the account and how they will address         Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to         Budgeted Expenditures in SFY 2021         \$0         Budgeted Expenditures in SFY 2022         \$11,517         Budgeted Expenditures in SFY 2023         \$17,276         Budgeted Expenditures in SFY 2024         \$0         Total Expenditures         \$28,793         Line Item Comment from KSDE         Per applicant, The pandemic has led to greater than normal turnover in employees. USD497 created a retention schedule to encourage employees to stay employed with the District. Retaining employees is vital to creating a beneficial learning environment to the students. The   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br><b>a COVID-19 need</b><br>retain staff through 2023 |
| Please describe the expenditures within the account and how they will address         Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to         Budgeted Expenditures in SFY 2021       \$0         Budgeted Expenditures in SFY 2022       \$11,517         Budgeted Expenditures in SFY 2023       \$17,276         Budgeted Expenditures in SFY 2024       \$0         Total Expenditures       \$28,793         Line Item Comment from KSDE       Per applicant, The pandemic has led to greater than normal turnover in employees. USD497 created a retention schedule to encourage employees to stay employed with the District. Retaining employees is vital to creating a beneficial learning environment to the students. The   | maintain LEA operations and services<br>and employ existing LEA staff.<br><b>a COVID-19 need</b><br>retain staff through 2023                                       |
| Retention Incentive Plan - Payments for eligible staff, part of a multi-period plan to         Budgeted Expenditures in SFY 2021       \$0         Budgeted Expenditures in SFY 2022       \$11,517         Budgeted Expenditures in SFY 2023       \$17,276         Budgeted Expenditures in SFY 2024       \$0         Total Expenditures       \$28,793         Line Item Comment from KSDE       \$28,793         Per applicant, The pandemic has led to greater than normal turnover in employees. USD497 created a retention schedule to encourage employees to stay employed with the District. Retaining employees is vital to creating a beneficial learning environment to the students. The  | retain staff through 2023   |
| Budgeted Expenditures in SFY 2021       \$0         Budgeted Expenditures in SFY 2022       \$11,517         Budgeted Expenditures in SFY 2023       \$17,276         Budgeted Expenditures in SFY 2024       \$0         Total Expenditures       \$28,793         Line Item Comment from KSDE       Per applicant, The pandemic has led to greater than normal turnover in employees. USD497 created a retention schedule to encourage employees to stay employed with the District. Retaining employees is vital to creating a beneficial learning environment to the students. The  | _   |
| Budgeted Expenditures in SFY 2022       \$11,517         Budgeted Expenditures in SFY 2023       \$17,276         Budgeted Expenditures in SFY 2024       \$0         Total Expenditures       \$28,793         Line Item Comment from KSDE       \$28,793         Per applicant, The pandemic has led to greater than normal turnover in employees. USD497 created a retention schedule to encourage employees to stay employed with the District. Retaining employees is vital to creating a beneficial learning environment to the students. The   | <u>Status</u>   |
| Budgeted Expenditures in SFY 2023       \$17,276         Budgeted Expenditures in SFY 2024       \$0         Total Expenditures       \$28,793         Line Item Comment from KSDE       Per applicant, The pandemic has led to greater than normal turnover in employees. USD497 created a retention schedule to encourage employees to stay employed with the District. Retaining employees is vital to creating a beneficial learning environment to the students. The   | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024       \$0         Total Expenditures       \$28,793         Line Item Comment from KSDE       Per applicant, The pandemic has led to greater than normal turnover in employees. USD497 created a retention schedule to encourage employees to stay employed with the District. Retaining employees is vital to creating a beneficial learning environment to the students. The  | <u>Status</u>   |
| Total Expenditures       \$28,793         Line Item Comment from KSDE       Per applicant, The pandemic has led to greater than normal turnover in employees. USD497 created a retention schedule to encourage employees to stay employed with the District. Retaining employees is vital to creating a beneficial learning environment to the students. The  | <u>Status</u>   |
| Line Item Comment from KSDE<br>Per applicant, The pandemic has led to greater than normal turnover in<br>employees. USD497 created a retention schedule to encourage<br>employees to stay employed with the District. Retaining employees is<br>vital to creating a beneficial learning environment to the students. The  |   |
| Per applicant, The pandemic has led to greater than normal turnover in<br>employees. USD497 created a retention schedule to encourage<br>employees to stay employed with the District. Retaining employees is<br>vital to creating a beneficial learning environment to the students. The   | Approved  |
| Per applicant, The pandemic has led to greater than normal turnover in<br>employees. USD497 created a retention schedule to encourage<br>employees to stay employed with the District. Retaining employees is<br>vital to creating a beneficial learning environment to the students. The   |   |
| employed for a stretch of time (see below) to receive the payment.<br>Employed On: Still Employed On: Individual Receives: Payment Date:<br>10/04/2021 02/21/2022 \$500.00 Application Approval<br>02/21/2022 05/26/2022 \$500.00 06/17/2022<br>05/26/2022 10/03/2022 \$500.00 10/21/2022<br>10/03/2022 02/20/2023 \$500.00 03/10/2023<br>02/20/2023 05/25/2023 \$500.00 05/25/2023   |   |

| Allocation Type  | <u>Is this Item for the 20% Minimuim L</u>   | <u>earning Loss Set Aside Expenditure</u>   |
|--|--|---|
| Direct Allocation  | NO - this item is not marked for Learn   | ing Loss Set Aside Expenditure  |
| Account Name   | Account Number   |   |
| ESSER3 BUILDING IMPROVEMENT  | 6122BI0000   |   |
| Function Code  | Object Code  | Allowable Use   |
| 4700 - Building Improvements   | 220 - Social Security Contributions  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures withi   | in the account and how they will addre   | ss a COVID-19 need  |
| Retention Incentive Plan - Payments for e  | eligible staff, part of a multi-period plan to   | o retain staff through 2023   |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$881  |   |
|  | \$1,322  |   |
| Budgeted Expenditures in SFY 2023  | \$1,5EE  |   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024   | \$0  | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024  |  | <u>Status</u><br>Approved   |
| -  | \$0  |   |
| Budgeted Expenditures in SFY 2024  | \$0  |   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures  | <u>\$0</u><br>\$2,203  |   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures  | <u>\$0</u><br>\$2,203  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 497-3-0003<br>Allocation Type  | \$0<br>\$2,203<br>Is this Item for the 20% Minimuim L  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 497-3-0003<br>Allocation Type<br>Direct Allocation   | \$0<br>\$2,203<br>Is this Item for the 20% Minimum L<br>NO - this item is not marked for Learn   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 497-3-0003<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$0<br>\$2,203<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0003<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 BUILDING IMPROVEMENT   | \$0<br>\$2,203<br>Is this Item for the 20% Minimum L<br>NO - this item is not marked for Learn<br>Account Number<br>6122BI0000   | Approved  Learning Loss Set Aside Expenditure  Ling Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0003<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 BUILDING IMPROVEMENT<br>Function Code<br>4700 - Building Improvements  | \$0<br>\$2,203<br>Is this Item for the 20% Minimum L<br>NO - this item is not marked for Learn<br>Account Number<br>6122BI0000<br>Object Code<br>290 - Other Employee Benefits   | Approved         Learning Loss Set Aside Expenditure         aing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0003<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 BUILDING IMPROVEMENT<br>Function Code<br>4700 - Building Improvements<br>Please describe the expenditures withi  | \$0<br>\$2,203<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122BI0000<br>Object Code   | Approved         Learning Loss Set Aside Expenditure         aing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0003<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 BUILDING IMPROVEMENT<br>Function Code<br>4700 - Building Improvements<br>Please describe the expenditures withi  | \$0<br>\$2,203<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122BI0000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addre  | Approved         Learning Loss Set Aside Expenditure         aing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0003<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 BUILDING IMPROVEMENT<br>Function Code<br>4700 - Building Improvements<br>Please describe the expenditures withi<br>Retention Incentive Plan - Payments for e   | \$0<br>\$2,203<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122BI0000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addre<br>eligible staff, part of a multi-period plan to  | Approved         Learning Loss Set Aside Expenditure         aing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0003<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 BUILDING IMPROVEMENT<br>Function Code<br>4700 - Building Improvements<br>Please describe the expenditures withi<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$0<br>\$2,203<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122BI0000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addre<br>eligible staff, part of a multi-period plan to<br>\$0   | Approved         Learning Loss Set Aside Expenditure         aing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0003<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 BUILDING IMPROVEMENT<br>Function Code<br>4700 - Building Improvements<br>Please describe the expenditures withi<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021                                      | \$0<br>\$2,203<br><b>Is this Item for the 20% Minimum L</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>6122BI0000<br><b>Object Code</b><br>290 - Other Employee Benefits<br><b>in the account and how they will addre</b><br>eligible staff, part of a multi-period plan to<br>\$0<br>\$0<br>\$69 | Approved         Learning Loss Set Aside Expenditure         aing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |

| Allocation Type   | <u>Is this Item for the 20% Minimuim Le</u>  |  |
|---|--|--|
| Direct Allocation   | NO - this item is not marked for Learni  | ng Loss Set Aside Expenditure  |
| Account Name  | Account Number   |  |
| ESSER3 CENTRAL SERVICES   | 6122CS0000   |  |
| Function Code   | Object Code  | Allowable Use  |
| 2500 - Central Services   | 110 - Regular Certified Salaries   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures with   | in the account and how they will addres  | ss a COVID-19 need   |
| Retention Incentive Plan - Payments for e   | eligible staff, part of a multi-period plan to   | o retain staff through 2023  |
| Budgeted Expenditures in SFY 2021   | \$0  |  |
| Budgeted Expenditures in SFY 2022   | \$2,303  |  |
| Budgeted Expenditures in SFY 2023   | \$3,455  |  |
| Budgeted Expenditures in SFY 2024   | \$0  | <u>Status</u>  |
| Total Expenditures  | \$5,758  | Approved   |
|   |  |  |
| Line Item Comment from KSDE   |  |  |
| Soo Dow 1   |  |  |
| See Row 1   |  |  |
| See Row 1<br>ne Item ID: 497-3-0005   |  |  |
|   | Is this Item for the 20% Minimuim Le   | earning Loss Set Aside Expenditure   |
| ne Item ID: 497-3-0005  | <b>Is this Item for the 20% Minimuim Le</b><br>NO - this item is not marked for Learni   | •  |
| ne Item ID: 497-3-0005<br>Allocation Type   |  | •  |
| ne Item ID: 497-3-0005<br><u>Allocation Type</u><br>Direct Allocation   | NO - this item is not marked for Learni  | •  |
| ne Item ID: 497-3-0005<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u>  | NO - this item is not marked for Learni<br><u>Account Number</u><br>6122CS0000   | •  |
| ne Item ID: 497-3-0005<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>ESSER3 CENTRAL SERVICES   | NO - this item is not marked for Learning <b>Account Number</b>  | ing Loss Set Aside Expenditure   |
| ne Item ID: 497-3-0005<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>ESSER3 CENTRAL SERVICES<br>Function Code  | NO - this item is not marked for Learni<br>Account Number<br>6122CS0000<br>Object Code   | ing Loss Set Aside Expenditure Allowable Use   |
| ne Item ID: 497-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 CENTRAL SERVICES<br>Function Code<br>2500 - Central Services   | NO - this item is not marked for Learni<br><u>Account Number</u><br>6122CS0000<br><b>Object Code</b><br>120 - Regular Non-Certified Salaries   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| ne Item ID: 497-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 CENTRAL SERVICES<br>Function Code<br>2500 - Central Services<br>Please describe the expenditures withi   | NO - this item is not marked for Learni<br>Account Number<br>6122CS0000<br>Object Code   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ss a COVID-19 need  |
| ne Item ID: 497-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 CENTRAL SERVICES<br>Function Code<br>2500 - Central Services<br>Please describe the expenditures withi<br>Retention Incentive Plan - Payments for e  | NO - this item is not marked for Learni<br>Account Number<br>6122CS0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ss a COVID-19 need  |
| ne Item ID: 497-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 CENTRAL SERVICES<br>Function Code<br>2500 - Central Services<br>Please describe the expenditures withing<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021   | NO - this item is not marked for Learni<br>Account Number<br>6122CS0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ss a COVID-19 need  |
| ne Item ID: 497-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 CENTRAL SERVICES<br>Function Code<br>2500 - Central Services<br>Please describe the expenditures withing<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | NO - this item is not marked for Learni<br>Account Number<br>6122CS0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will addres<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$56,435                                 | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ss a COVID-19 need  |
| ne Item ID: 497-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 CENTRAL SERVICES<br>Function Code<br>2500 - Central Services<br>Please describe the expenditures withi<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                       | NO - this item is not marked for Learni<br>Account Number<br>6122CS0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$56,435<br>\$84,653                    | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>SS a COVID-19 need<br>o retain staff through 2023           |
| ne Item ID: 497-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 CENTRAL SERVICES<br>Function Code<br>2500 - Central Services<br>Please describe the expenditures withis<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | NO - this item is not marked for Learni<br>Account Number<br>6122CS0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$56,435<br>\$84,653<br>\$84,653<br>\$0 | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ss a COVID-19 need<br>o retain staff through 2023<br>Status |
| ne Item ID: 497-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 CENTRAL SERVICES<br>Function Code<br>2500 - Central Services<br>Please describe the expenditures withi<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                       | NO - this item is not marked for Learni<br>Account Number<br>6122CS0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$56,435<br>\$84,653                    | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>SS a COVID-19 need<br>o retain staff through 2023           |
| ne Item ID: 497-3-0005<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 CENTRAL SERVICES<br>Function Code<br>2500 - Central Services<br>Please describe the expenditures withis<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | NO - this item is not marked for Learni<br>Account Number<br>6122CS0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$56,435<br>\$84,653<br>\$84,653<br>\$0 | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ss a COVID-19 need<br>o retain staff through 2023<br>Status |

| <u>llocation Type</u>   | <u>Is this Item for the 20% Minimuim L</u>   | <b>-</b>   |
|---|--|--|
| Direct Allocation   | NO - this item is not marked for Learn   | ing Loss Set Aside Expenditure   |
| Account Name  | Account Number   |  |
| ESSER3 CENTRAL SERVICES   | 6122CS0000   |  |
| Function Code   | Object Code  | Allowable Use  |
| 2500 - Central Services   | 220 - Social Security Contributions  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures withi  | in the account and how they will addre   | ss a COVID-19 need   |
| -   | eligible staff, part of a multi-period plan to   |  |
| Budgeted Expenditures in SFY 2021   | \$0  |  |
| Budgeted Expenditures in SFY 2022   | \$4,494  |  |
| Budgeted Expenditures in SFY 2023   | \$6,740  |  |
| budgeted Experialtures in SFT 2025  |  |  |
| Budgeted Expenditures in SFY 2023   | \$O  | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024   | <u>\$0</u><br>\$11,234   | <u>Status</u><br>Approved  |
| •   |  |  |
| Budgeted Expenditures in SFY 2024   |  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   |  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0007   | \$11,234   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0007<br>Allocation Type  | \$11,234   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0007<br>Allocation Type<br>Direct Allocation   | \$11,234<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0007<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$11,234<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0007<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 CENTRAL SERVICES  | \$11,234<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122CS0000  | Approved<br>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0007<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 CENTRAL SERVICES<br>Function Code<br>2500 - Central Services  | \$11,234<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122CS0000<br>Object Code   | Approved  Approved  Approved  Anticology Set Aside Expenditure  ing Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0007<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 CENTRAL SERVICES<br>Function Code<br>2500 - Central Services<br>Please describe the expenditures withi  | \$11,234<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122CS0000<br>Object Code<br>290 - Other Employee Benefits  | Approved         Approved         Approved         Allowable Loss Set Aside Expenditure         Ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         ss a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0007<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 CENTRAL SERVICES<br>Function Code<br>2500 - Central Services<br>Please describe the expenditures withi  | \$11,234<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122CS0000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address  | Approved  Approved  Approved  Approved  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  Ss a COVID-19 need  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0007<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 CENTRAL SERVICES<br>Function Code<br>2500 - Central Services<br>Please describe the expenditures withi<br>Retention Incentive Plan - Payments for e   | \$11,234<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122CS0000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to  | Approved         Approved         Approved         Allowable Loss Set Aside Expenditure         Ing Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         ss a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0007<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 CENTRAL SERVICES<br>Function Code<br>2500 - Central Services<br>Please describe the expenditures withi<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021                                      | \$11,234<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>6122CS0000<br><b>Object Code</b><br>290 - Other Employee Benefits<br><b>in the account and how they will addres</b><br>eligible staff, part of a multi-period plan to<br>\$0          | Approved  Approved  Approved  Approved  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  Ss a COVID-19 need  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0007<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 CENTRAL SERVICES<br>Function Code<br>2500 - Central Services<br>Please describe the expenditures withi<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$11,234<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>6122CS0000<br><b>Object Code</b><br>290 - Other Employee Benefits<br><b>in the account and how they will addres</b><br>eligible staff, part of a multi-period plan to<br>\$0<br>\$349 | Approved  Approved  Approved  Approved  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  Ss a COVID-19 need  |

| Direct Allocation   | Is this Item for the 20% Minimuim L  | •   |
|---|--|---|
| Direct Allocation   | NO - this item is not marked for Learni  | ng Loss Set Aside Expenditure   |
| Account Name  | Account Number   |   |
| ESSER3 FOOD SERVICE   | 6122FS0000   |   |
| Function Code   | Object Code  | Allowable Use   |
| 3100 - Food Service Operations  | 120 - Regular Non-Certified Salaries   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures with   | in the account and how they will addres  | ss a COVID-19 need  |
| Retention Incentive Plan - Payments for e   | eligible staff, part of a multi-period plan to   | o retain staff through 2023   |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2022   | \$62,194   |   |
| Budgeted Expenditures in SFY 2023   | \$93,291   |   |
| Budgeted Expenditures in SFY 2024   | \$0  | <u>Status</u>   |
|   |  | Approved  |
| Line Item Comment from KSDE<br>See Row 15   | \$155,485  | Approved  |
| Total Expenditures Line Item Comment from KSDE See Row 15 ne Item ID: 497-3-0009 Allocation Type  | \$155,485<br>Is this Item for the 20% Minimuim L   |   |
| Line Item Comment from KSDE<br>See Row 15<br>ne Item ID: 497-3-0009   |  | earning Loss Set Aside Expenditure  |
| Line Item Comment from KSDE<br>See Row 15<br>ne Item ID: 497-3-0009<br>Allocation Type  | Is this Item for the 20% Minimuim L  | earning Loss Set Aside Expenditure  |
| Line Item Comment from KSDE See Row 15 ne Item ID: 497-3-0009 Allocation Type Direct Allocation Account Name  | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni   | earning Loss Set Aside Expenditure  |
| Line Item Comment from KSDE<br>See Row 15<br>ne Item ID: 497-3-0009<br>Allocation Type<br>Direct Allocation   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number   | earning Loss Set Aside Expenditure  |
| Line Item Comment from KSDE See Row 15 ne Item ID: 497-3-0009 Allocation Type Direct Allocation Account Name ESSER3 FOOD SERVICE  | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>6122FS0000   | earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to   |
| Line Item Comment from KSDE<br>See Row 15<br>ne Item ID: 497-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 FOOD SERVICE<br>Function Code<br>3100 - Food Service Operations   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>6122FS0000<br>Object Code  | earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |
| Line Item Comment from KSDE<br>See Row 15<br>ne Item ID: 497-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 FOOD SERVICE<br>Function Code<br>3100 - Food Service Operations   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>6122FS0000<br>Object Code<br>220 - Social Security Contributions   | earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |
| Line Item Comment from KSDE<br>See Row 15<br>ne Item ID: 497-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 FOOD SERVICE<br>Function Code<br>3100 - Food Service Operations<br>Please describe the expenditures with<br>Retention Incentive Plan - Payments for e   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>6122FS0000<br>Object Code<br>220 - Social Security Contributions   | earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |
| Line Item Comment from KSDE<br>See Row 15<br>ne Item ID: 497-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 FOOD SERVICE<br>Function Code<br>3100 - Food Service Operations<br>Please describe the expenditures with<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021                                      | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>6122FS0000<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to                   | earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |
| Line Item Comment from KSDE<br>See Row 15<br>ne Item ID: 497-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 FOOD SERVICE<br>Function Code<br>3100 - Food Service Operations<br>Please describe the expenditures with<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>6122FS0000<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0            | earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |
| Line Item Comment from KSDE<br>See Row 15<br>ne Item ID: 497-3-0009<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 FOOD SERVICE<br>Function Code<br>3100 - Food Service Operations<br>Please describe the expenditures withing   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>6122FS0000<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$4,758 | earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |

|  | <u>Is this Item for the 20% Minimuim</u>   |   |
|--|--|---|
| Direct Allocation  | NO - this item is not marked for Lear  | rning Loss Set Aside Expenditure  |
| Account Name   | Account Number   |   |
| ESSER3 FOOD SERVICE  | 6122FS0000   |   |
| Function Code  | Object Code  | Allowable Use   |
| 3100 - Food Service Operations   | 290 - Other Employee Benefits  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  |
| Please describe the expenditures with  | in the account and how they will addr  | ress a COVID-19 need  |
| Retention Incentive Plan - Payments for e  | eligible staff, part of a multi-period plan  | to retain staff through 2023  |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$370  |   |
| Budgeted Expenditures in SFY 2023  | \$554  |   |
| Budgeted Expenditures in SFY 2024  | \$0  | <u>Status</u>   |
| Total Expenditures   | \$924  | Approved  |
| <b>Allocation Type</b><br>Direct Allocation  | NO - this item is not marked for Lear  | <b>Learning Loss Set Aside Expenditure</b><br>rning Loss Set Aside Expenditure  |
| ne Item ID: 497-3-0011<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 GENERAL ADMIN   |  | •   |
| Allocation Type<br>Direct Allocation<br>Account Name   | NO - this item is not marked for Lear<br><u>Account Number</u>   | •   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 GENERAL ADMIN   | NO - this item is not marked for Lear<br><u>Account Number</u><br>6122GA0000   | Allowable Use   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 GENERAL ADMIN<br>Function Code<br>2300 - Support Services (General  | NO - this item is not marked for Lear<br><u>Account Number</u><br>6122GA0000<br><b>Object Code</b><br>110 - Regular Certified Salaries   | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 GENERAL ADMIN<br>Function Code<br>2300 - Support Services (General<br>Administration)<br>Please describe the expenditures withi   | NO - this item is not marked for Lear<br>Account Number<br>6122GA0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addr  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 GENERAL ADMIN<br>Function Code<br>2300 - Support Services (General<br>Administration)   | NO - this item is not marked for Lear<br>Account Number<br>6122GA0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addr  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 GENERAL ADMIN<br>Function Code<br>2300 - Support Services (General<br>Administration)<br>Please describe the expenditures with<br>Retention Incentive Plan - Payments for e   | NO - this item is not marked for Lear<br>Account Number<br>6122GA0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addr<br>eligible staff, part of a multi-period plan                                     | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 GENERAL ADMIN<br>Function Code<br>2300 - Support Services (General<br>Administration)<br>Please describe the expenditures within<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021  | NO - this item is not marked for Lear<br>Account Number<br>6122GA0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addre<br>eligible staff, part of a multi-period plan<br>\$0                             | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 GENERAL ADMIN<br>Function Code<br>2300 - Support Services (General<br>Administration)<br>Please describe the expenditures within<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | NO - this item is not marked for Lear<br>Account Number<br>6122GA0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addr<br>eligible staff, part of a multi-period plan<br>\$0<br>\$1,152                   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 GENERAL ADMIN<br>Function Code<br>2300 - Support Services (General<br>Administration)<br>Please describe the expenditures within<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | NO - this item is not marked for Lear<br>Account Number<br>6122GA0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addr<br>eligible staff, part of a multi-period plan<br>\$0<br>\$1,152<br>\$1,728        | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ress a COVID-19 need<br>to retain staff through 2023                         |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 GENERAL ADMIN<br>Function Code<br>2300 - Support Services (General<br>Administration)<br>Please describe the expenditures within<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | NO - this item is not marked for Lear<br>Account Number<br>6122GA0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addr<br>eligible staff, part of a multi-period plan<br>\$0<br>\$1,152<br>\$1,728<br>\$0 | Allowable Use         16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         ress a COVID-19 need         to retain staff through 2023         Status |

| Allocation Type  | <u>Is this Item for the 20% Minimuim Le</u>   | •  |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for Learni   | ng Loss Set Aside Expenditure  |
| Account Name   | Account Number  |  |
| ESSER3 GENERAL ADMIN   | 6122GA0000  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2300 - Support Services (General<br>Administration)  | 120 - Regular Non-Certified Salaries  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures with  | in the account and how they will addres   | ss a COVID-19 need   |
| Retention Incentive Plan - Payments for a  | eligible staff, part of a multi-period plan to  | o retain staff through 2023  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$4,607   |  |
| Budgeted Expenditures in SFY 2023  | \$6,910   |  |
| Budgeted Expenditures in SFY 2024  | \$0   | Status   |
| Dudgeted Expenditures in St i 2024   | •   |  |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0013   | \$11,517<br>\$11,517  | Approved   |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0013 Allocation Type Direct Allocation   | \$11,517<br><b>Is this Item for the 20% Minimuim L</b><br>NO - this item is not marked for Learni   | earning Loss Set Aside Expenditure   |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0013 Allocation Type Direct Allocation   | Is this Item for the 20% Minimuim Lo<br>NO - this item is not marked for Learni   | earning Loss Set Aside Expenditure   |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0013 Allocation Type Direct Allocation Account Name  | Is this Item for the 20% Minimuim Le  | earning Loss Set Aside Expenditure   |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0013 Allocation Type   | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122GA0000   | earning Loss Set Aside Expenditure   |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0013 Allocation Type Direct Allocation Account Name ESSER3 GENERAL ADMIN   | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number   | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to   |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0013 Allocation Type Direct Allocation Account Name ESSER3 GENERAL ADMIN Function Code 2300 - Support Services (General Administration)  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122GA0000<br>Object Code  | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                       |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0013 Allocation Type Direct Allocation Account Name ESSER3 GENERAL ADMIN Function Code 2300 - Support Services (General Administration) Please describe the expenditures with  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122GA0000<br>Object Code<br>220 - Social Security Contributions   | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>as a COVID-19 need |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0013 Allocation Type Direct Allocation Account Name ESSER3 GENERAL ADMIN Function Code 2300 - Support Services (General Administration) Please describe the expenditures with Retention Incentive Plan - Payments for e  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122GA0000<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will addres  | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>as a COVID-19 need |
| Total Expenditures Line Item Comment from KSDE See Row 1. Ine Item ID: 497-3-0013 Allocation Type Direct Allocation Account Name ESSER3 GENERAL ADMIN Function Code 2300 - Support Services (General Administration) Please describe the expenditures withi Retention Incentive Plan - Payments for e Budgeted Expenditures in SFY 2021                                  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122GA0000<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to                 | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>as a COVID-19 need |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0013 Allocation Type Direct Allocation Account Name ESSER3 GENERAL ADMIN Function Code 2300 - Support Services (General Administration) Please describe the expenditures withi Retention Incentive Plan - Payments for o Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122GA0000<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0          | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>as a COVID-19 need |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0013 Allocation Type Direct Allocation Account Name ESSER3 GENERAL ADMIN Function Code 2300 - Support Services (General Administration) Please describe the expenditures with  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122GA0000<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$369 | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>as a COVID-19 need |

| Allocation Type   | <u>Is this Item for the 20% Minimuim</u>  | <u>n Learning Loss Set Aside Expenditure</u>   |
|---|---|--|
| Direct Allocation   | NO - this item is not marked for Lea  | rning Loss Set Aside Expenditure   |
| Account Name  | Account Number  |  |
| ESSER3 GENERAL ADMIN  | 6122GA0000  |  |
| Function Code   | Object Code   | Allowable Use  |
| 2300 - Support Services (General<br>Administration)   | 290 - Other Employee Benefits   | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.   |
| Please describe the expenditures with   | in the account and how they will add  | ress a COVID-19 need   |
| Retention Incentive Plan - Payments for e   | eligible staff, part of a multi-period plan   | to retain staff through 2023   |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$34  |  |
| Budgeted Expenditures in SFY 2023   | \$51  |  |
| Budgeted Expenditures in SFY 2024   | \$0   | <u>Status</u>  |
|   | \$85  | Approved   |
| Total Expenditures<br>ine Item ID: 497-3-0015<br><u>Allocation Type</u><br>Direct Allocation<br>Account Name  | Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lea   | n Learning Loss Set Aside Expenditure  |
| ine Item ID: 497-3-0015<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION   | Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>6122IN0000  | n Learning Loss Set Aside Expenditure<br>rning Loss Set Aside Expenditure  |
| ne Item ID: 497-3-0015<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code   | Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>6122IN0000<br>Object Code   | n Learning Loss Set Aside Expenditure<br>rning Loss Set Aside Expenditure<br>Allowable Use   |
| ine Item ID: 497-3-0015<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u>   | Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>6122IN0000  | n Learning Loss Set Aside Expenditure<br>rning Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to   |
| ne Item ID: 497-3-0015<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code<br>1000 - Instruction   | Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>6122IN0000<br>Object Code<br>110 - Regular Certified Salaries   | <b>Allowable Use</b> 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  |
| ne Item ID: 497-3-0015<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withing   | Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>6122IN0000<br>Object Code<br>110 - Regular Certified Salaries   | <b>Allowable Use</b> 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. <b>ress a COVID-19 need</b>  |
| ne Item ID: 497-3-0015<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Retention Incentive Plan - Payments for e   | Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>6122IN0000<br>Object Code<br>110 - Regular Certified Salaries   | <b>Allowable Use</b> 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. <b>ress a COVID-19 need</b>  |
| ne Item ID: 497-3-0015<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withing<br>Retention Incentive Plan - Payments for expenditures in SFY 2021   | Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>6122IN0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addreed   | <b>Allowable Use</b> 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. <b>ress a COVID-19 need</b>  |
| ne Item ID: 497-3-0015<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>6122IN0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addre<br>eligible staff, part of a multi-period plan<br>\$0                                     | <b>Allowable Use</b> 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. <b>ress a COVID-19 need</b>  |
| ne Item ID: 497-3-0015<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withing<br>Retention Incentive Plan - Payments for each<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                  | Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lead<br>Account Number<br>6122IN0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addu<br>eligible staff, part of a multi-period plan<br>\$0<br>\$858,049                         | <b>Allowable Use</b> 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. <b>ress a COVID-19 need</b>  |
| ne Item ID: 497-3-0015<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>6122IN0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addre<br>eligible staff, part of a multi-period plan<br>\$0<br>\$858,049<br>\$1,287,070         | A Learning Loss Set Aside Expenditure         rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ress a COVID-19 need         to retain staff through 2023      |
| ine Item ID: 497-3-0015<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTION<br>Function Code  | Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>6122IN0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addred<br>eligible staff, part of a multi-period plan<br>\$0<br>\$858,049<br>\$1,287,070<br>\$0 | A Learning Loss Set Aside Expenditure         rning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.         ress a COVID-19 need         to retain staff through 2023         Status |

| Allocation Type  |  | earning Loss Set Aside Expenditure   |
|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learni  | ng Loss Set Aside Expenditure  |
| Account Name   | Account Number   |  |
| ESSER3 INSTRUCTION   | 6122IN0000   |  |
| Function Code  | Object Code  | Allowable Use  |
| 1000 - Instruction   | 120 - Regular Non-Certified Salaries   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures with  | in the account and how they will addres  | s a COVID-19 need  |
| Retention Incentive Plan - Payments for e  | eligible staff, part of a multi-period plan to   | retain staff through 2023  |
| Budgeted Expenditures in SFY 2021  | \$0  |  |
| Budgeted Expenditures in SFY 2022  | \$247,624  |  |
| Budgeted Expenditures in SFY 2023  | \$371,436  |  |
| Budgeted Expenditures in SFY 2024  | \$0  | Status   |
|  |  |  |
| Total Expenditures Line Item Comment from KSDE See Row 1.  | \$619,060  | Approved   |
| Total Expenditures Line Item Comment from KSDE See Row 1.  | \$619,060  | Approved   |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0017   | \$619,060<br>Is this Item for the 20% Minimuim Le  |  |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0017 Allocation Type   |  | earning Loss Set Aside Expenditure   |
| Total Expenditures         Line Item Comment from KSDE         See Row 1.         ine Item ID: 497-3-0017         Allocation Type         Direct Allocation         Account Name   | Is this Item for the 20% Minimuim Le   | earning Loss Set Aside Expenditure   |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0017 Allocation Type Direct Allocation Account Name  | <u>Is this Item for the 20% Minimuim Lo</u><br>NO - this item is not marked for Learni   | earning Loss Set Aside Expenditure   |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0017 Allocation Type Direct Allocation Account Name ESSER3 INSTRUCTION   | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number  | earning Loss Set Aside Expenditure   |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0017 Allocation Type Direct Allocation Account Name ESSER3 INSTRUCTION Function Code   | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122IN0000  | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to   |
| Total Expenditures Line Item Comment from KSDE See Row 1. ine Item ID: 497-3-0017 Allocation Type Direct Allocation  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122IN0000<br>Object Code   | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use   |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0017 Allocation Type Direct Allocation Account Name ESSER3 INSTRUCTION Function Code 1000 - Instruction  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122IN0000<br>Object Code<br>220 - Social Security Contributions  | earning Loss Set Aside Expenditure<br>ng Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0017 Allocation Type Direct Allocation Account Name ESSER3 INSTRUCTION Function Code 1000 - Instruction Please describe the expenditures within  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122IN0000<br>Object Code   | earning Loss Set Aside Expenditure         ng Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0017 Allocation Type Direct Allocation Account Name ESSER3 INSTRUCTION Function Code 1000 - Instruction Please describe the expenditures withi Retention Incentive Plan - Payments for e   | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122IN0000<br>Object Code<br>220 - Social Security Contributions  | earning Loss Set Aside Expenditure         ng Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0017 Allocation Type Direct Allocation Account Name ESSER3 INSTRUCTION Function Code 1000 - Instruction Please describe the expenditures withi Retention Incentive Plan - Payments for e Budgeted Expenditures in SFY 2021                                   | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122IN0000<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to                    | earning Loss Set Aside Expenditure         ng Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0017 Allocation Type Direct Allocation Account Name ESSER3 INSTRUCTION Function Code 1000 - Instruction Please describe the expenditures within  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122IN0000<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0             | earning Loss Set Aside Expenditure         ng Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         as a COVID-19 need |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0017 Allocation Type Direct Allocation Account Name ESSER3 INSTRUCTION Function Code 1000 - Instruction Please describe the expenditures withi Retention Incentive Plan - Payments for e Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni<br>Account Number<br>6122IN0000<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$84,592 | earning Loss Set Aside Expenditure         ng Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         as a COVID-19 need |

|  | <u>Is this Item for the 20% Minimuim</u>   |   |
|--|--|---|
| Direct Allocation  | NO - this item is not marked for Lear  | rning Loss Set Aside Expenditure  |
| Account Name   | Account Number   |   |
| ESSER3 INSTRUCTION   | 6122IN0000   |   |
| Function Code  | Object Code  | Allowable Use   |
| 1000 - Instruction   | 290 - Other Employee Benefits  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures withi   | n the account and how they will add  | ress a COVID-19 need  |
| Retention Incentive Plan - Payments for e  | -  |   |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$6,569  |   |
| Budgeted Expenditures in SFY 2023  | \$9,854  |   |
| Budgeted Expenditures in SFY 2024  | \$0  | Status  |
| Total Expenditures   | \$16,423   | Approved  |
| ne Item ID: 497-3-0019<br>Allocation Type<br>Direct Allocation   | NO - this item is not marked for Lear  | <b>Learning Loss Set Aside Expenditure</b><br>rning Loss Set Aside Expenditure  |
| Allocation Type  |  |   |
| Allocation Type<br>Direct Allocation<br>Account Name   | NO - this item is not marked for Lean<br>Account Number  |   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTIONAL SUPPORT   | NO - this item is not marked for Lear<br><u>Account Number</u><br>6122IS0000   | Allowable Use   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTIONAL SUPPORT<br>Function Code<br>2200 - Support Services (Instructional  | NO - this item is not marked for Lear<br><u>Account Number</u><br>6122IS0000<br><b>Object Code</b><br>110 - Regular Certified Salaries   | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTIONAL SUPPORT<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures withi  | NO - this item is not marked for Lean<br>Account Number<br>6122IS0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addu  | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTIONAL SUPPORT<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures withi<br>Retention Incentive Plan - Payments for e   | NO - this item is not marked for Lean<br>Account Number<br>6122IS0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addu  | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTIONAL SUPPORT<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)  | NO - this item is not marked for Lear<br>Account Number<br>6122IS0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addre<br>eligible staff, part of a multi-period plan  | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTIONAL SUPPORT<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures withi<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021  | NO - this item is not marked for Lear<br>Account Number<br>6122IS0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addre<br>eligible staff, part of a multi-period plan<br>\$0                                   | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTIONAL SUPPORT<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures within<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | NO - this item is not marked for Lear<br>Account Number<br>6122IS0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addred<br>eligible staff, part of a multi-period plan<br>\$0<br>\$66,801                      | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTIONAL SUPPORT<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures withi<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                       | NO - this item is not marked for Lear<br>Account Number<br>6122IS0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will address<br>beligible staff, part of a multi-period plan<br>\$0<br>\$66,801<br>\$100,201       | Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ress a COVID-19 need         to retain staff through 2023      |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTRUCTIONAL SUPPORT<br>Function Code<br>2200 - Support Services (Instructional<br>Staff)<br>Please describe the expenditures withi<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023  | NO - this item is not marked for Lear<br>Account Number<br>6122IS0000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will adduced<br>eligible staff, part of a multi-period plan<br>\$0<br>\$66,801<br>\$100,201<br>\$0 | Allowable Use         16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.         ress a COVID-19 need         to retain staff through 2023         Status |

| Allocation Type  | <u>Is this Item for the 20% Minimuim L</u>  | earning Loss Set Aside Experiature  |
|--|---|---|
| Direct Allocation  | NO - this item is not marked for Learn  | ing Loss Set Aside Expenditure  |
| Account Name   | Account Number  |   |
| ESSER3 INSTRUCTIONAL SUPPORT   | 6122IS0000  |   |
| Function Code  | Object Code   | Allowable Use   |
| 2200 - Support Services (Instructional<br>Staff)   | 120 - Regular Non-Certified Salaries  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  |
| Please describe the expenditures with  | in the account and how they will addres   | ss a COVID-19 need  |
| •  | eligible staff, part of a multi-period plan to  |   |
| Budgeted Expenditures in SFY 2021  | \$0   |   |
| Budgeted Expenditures in SFY 2022  | \$35,704  |   |
| Budgeted Expenditures in SFY 2023  | \$53,556  |   |
| Budgeted Expenditures in SFY 2024  | \$0   | Status  |
|  |   |   |
| Total Expenditures<br>Line Item Comment from KSDE  | \$89,260  | Approved  |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0021   | \$89,260  | Approved  |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0021   | \$89,260<br>Is this Item for the 20% Minimuim L   |   |
| Total Expenditures Line Item Comment from KSDE See Row 1.  |   | earning Loss Set Aside Expenditure  |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0021 Allocation Type   | Is this Item for the 20% Minimuim L   | earning Loss Set Aside Expenditure  |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0021 Allocation Type Direct Allocation Account Name  | <u>Is this Item for the 20% Minimuim L</u><br>NO - this item is not marked for Learn  | earning Loss Set Aside Expenditure  |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0021 Allocation Type Direct Allocation   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number   | earning Loss Set Aside Expenditure  |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0021 Allocation Type Direct Allocation Account Name ESSER3 INSTRUCTIONAL SUPPORT   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>6122IS0000  | earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to   |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0021 Allocation Type Direct Allocation Account Name ESSER3 INSTRUCTIONAL SUPPORT Function Code 2200 - Support Services (Instructional Staff)   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122IS0000<br>Object Code  | earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                       |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0021 Allocation Type Direct Allocation Account Name ESSER3 INSTRUCTIONAL SUPPORT Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures with   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122IS0000<br>Object Code<br>220 - Social Security Contributions   | earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ss a COVID-19 need |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0021 Allocation Type Direct Allocation Account Name ESSER3 INSTRUCTIONAL SUPPORT Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures with Retention Incentive Plan - Payments for   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>6122IS0000<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address  | earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ss a COVID-19 need |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0021 Allocation Type Direct Allocation Account Name ESSER3 INSTRUCTIONAL SUPPORT Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures with Retention Incentive Plan - Payments for Budgeted Expenditures in SFY 2021                                   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>6122IS0000<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to                            | earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ss a COVID-19 need |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0021 Allocation Type Direct Allocation Account Name ESSER3 INSTRUCTIONAL SUPPORT Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures with Retention Incentive Plan - Payments for Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>6122IS0000<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0                     | earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ss a COVID-19 need |
| Total Expenditures Line Item Comment from KSDE See Row 1. ne Item ID: 497-3-0021 Allocation Type Direct Allocation Account Name ESSER3 INSTRUCTIONAL SUPPORT Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures with   | Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learni<br>Account Number<br>6122IS0000<br>Object Code<br>220 - Social Security Contributions<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$10<br>\$17,842 | earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ss a COVID-19 need |

|   | <u>Is this Item for the 20% Minimuim Le</u>   |  |
|---|---|--|
| Direct Allocation   | NO - this item is not marked for Learni   | ng Loss Set Aside Expenditure  |
| Account Name  | Account Number  |  |
| ESSER3 INSTRUCTIONAL SUPPORT  | 6122IS0000  |  |
| Function Code   | Object Code   | Allowable Use  |
| 2200 - Support Services (Instructional<br>Staff)  | 290 - Other Employee Benefits   | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.   |
| Please describe the expenditures with   | in the account and how they will addres   | ss a COVID-19 need   |
| -   | eligible staff, part of a multi-period plan to  |  |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$609   |  |
| Budgeted Expenditures in SFY 2023   | \$914   |  |
| Budgeted Expenditures in SFY 2024   | \$0   | Status   |
| Total Expenditures  | \$1,523   | Approved   |
| Allocation Type<br>Direct Allocation  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learni   |  |
| Allocation Type<br>Direct Allocation<br>Account Name  |   |  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 OPER & MAINT   | NO - this item is not marked for Learni<br><u>Account Number</u>  |  |
| ne Item ID: 497-3-0023<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 OPER & MAINT<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)  | NO - this item is not marked for Learni<br><u>Account Number</u><br>6122OM0000  | ng Loss Set Aside Expenditure Allowable Use 16 - Other activities necessary to   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 OPER & MAINT<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)  | NO - this item is not marked for Learni<br><u>Account Number</u><br>6122OM0000<br><b>Object Code</b>  | ng Loss Set Aside Expenditure           Allowable Use           16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.                       |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 OPER & MAINT<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures with   | NO - this item is not marked for Learni<br><u>Account Number</u><br>6122OM0000<br><b>Object Code</b><br>120 - Regular Non-Certified Salaries  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>as a COVID-19 need  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 OPER & MAINT<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures with<br>Retention Incentive Plan - Payments for e  | NO - this item is not marked for Learni<br>Account Number<br>6122OM0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will addres   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>as a COVID-19 need  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 OPER & MAINT<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures within<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021   | NO - this item is not marked for Learni<br>Account Number<br>6122OM0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>as a COVID-19 need  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 OPER & MAINT<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures within<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | NO - this item is not marked for Learni<br>Account Number<br>6122OM0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0                                 | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>as a COVID-19 need  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 OPER & MAINT<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures within<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | NO - this item is not marked for Learni<br>Account Number<br>6122OM0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$88,684                     | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>as a COVID-19 need  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 OPER & MAINT<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures with   | NO - this item is not marked for Learni<br>Account Number<br>6122OM0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$88,684<br>\$133,026        | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>SS a COVID-19 need<br>o retain staff through 2023           |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 OPER & MAINT<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures within<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023 | NO - this item is not marked for Learni<br>Account Number<br>6122OM0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$88,684<br>\$133,026<br>\$0 | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ss a COVID-19 need<br>o retain staff through 2023<br>Status |

| Allocation Type   | is this item for the 20% Minimum L  | Learning Loss Set Aside Expenditure   |
|---|---|---|
| Direct Allocation   | NO - this item is not marked for Learn  | ning Loss Set Aside Expenditure   |
| Account Name  | Account Number  |   |
| ESSER3 OPER & MAINT   | 6122OM0000  |   |
| Function Code   | Object Code   | Allowable Use   |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)  | 220 - Social Security Contributions   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures withi  | in the account and how they will addre  | ess a COVID-19 need   |
| •   | eligible staff, part of a multi-period plan to  |   |
| Budgeted Expenditures in SFY 2021   | \$0   |   |
| Budgeted Expenditures in SFY 2022   | \$6,784   |   |
|   | \$10,176  |   |
| Budgeted Expenditures in SFY 2023   | +   |   |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024  | \$0   | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0025   | <u>\$0</u><br>\$16,960  | <u>Status</u><br>Approved<br>Learning Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0025<br>Allocation Type<br>Direct Allocation   | \$0<br>\$16,960<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$0<br>\$16,960<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$0<br>\$16,960<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 OPER & MAINT  | \$0<br>\$16,960<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 OPER & MAINT<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except  | \$0<br>\$16,960<br>Is this Item for the 20% Minimum I<br>NO - this item is not marked for Learn<br>Account Number<br>6122OM0000   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 OPER & MAINT<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)   | \$0<br>\$16,960<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122OM0000<br>Object Code   | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 OPER & MAINT<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures withi   | \$0<br>\$16,960<br>Is this Item for the 20% Minimum I<br>NO - this item is not marked for Learn<br>Account Number<br>6122OM0000<br>Object Code<br>290 - Other Employee Benefits   | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Ine Item ID: 497-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 OPER & MAINT<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures withi<br>Retention Incentive Plan - Payments for e   | \$0<br>\$16,960<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>6122OM0000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addre  | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Ine Item ID: 497-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 OPER & MAINT<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures within<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021                                     | \$0<br>\$16,960<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>6122OM0000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addres<br>eligible staff, part of a multi-period plan to               | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Ine Item ID: 497-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 OPER & MAINT<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures withi<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$0<br>\$16,960<br>Is this Item for the 20% Minimum I<br>NO - this item is not marked for Learn<br>Account Number<br>6122OM0000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addree<br>eligible staff, part of a multi-period plan to<br>\$0         | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0025<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 OPER & MAINT<br>Function Code<br>2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)<br>Please describe the expenditures withi   | \$0<br>\$16,960<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>6122OM0000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addre<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$27 | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |

| Allocation Type   | <u>Is this Item for the 20% Minimuim Le</u>  | earning Loss Set Aside Expenditure   |
|---|--|--|
| Direct Allocation   | NO - this item is not marked for Learni  | ng Loss Set Aside Expenditure  |
| Account Name  | Account Number   |  |
| ESSER3 SCHOOL ADMIN   | 6122SA0000   |  |
| Function Code   | Object Code  | Allowable Use  |
| 2400 - Support Services (School<br>Administration)  | 110 - Regular Certified Salaries   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures with   | in the account and how they will addres  | ss a COVID-19 need   |
| Retention Incentive Plan - Payments for   | eligible staff, part of a multi-period plan to   | o retain staff through 2023  |
| Budgeted Expenditures in SFY 2021   | \$0  |  |
| Budgeted Expenditures in SFY 2022   | \$35,704   |  |
| Budgeted Expenditures in SFY 2023   | \$53,556   |  |
| Budgeted Expenditures in SFY 2024   | \$0  | <u>Status</u>  |
| Total Expenditures  | \$89,260   | Approved   |
| ine Item ID: 497-3-0027   |  |  |
|   |  |  |
| Allocation Type   | Is this Item for the 20% Minimuim Le   | •  |
| Allocation Type<br>Direct Allocation  | Is this Item for the 20% Minimuim Lo<br>NO - this item is not marked for Learni  | •  |
| Direct Allocation Account Name  | NO - this item is not marked for Learni<br><u>Account Number</u>   | •  |
| Direct Allocation   | NO - this item is not marked for Learni  | •  |
| Direct Allocation Account Name  | NO - this item is not marked for Learni<br><u>Account Number</u>   | •  |
| Direct Allocation Account Name ESSER3 SCHOOL ADMIN  | NO - this item is not marked for Learni<br><u>Account Number</u><br>6122SA0000   | ng Loss Set Aside Expenditure  |
| Direct Allocation Account Name ESSER3 SCHOOL ADMIN Function Code 2400 - Support Services (School Administration)  | NO - this item is not marked for Learni<br><u>Account Number</u><br>6122SA0000<br><b>Object Code</b>   | ng Loss Set Aside Expenditure          Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.                          |
| Direct Allocation Account Name ESSER3 SCHOOL ADMIN Function Code 2400 - Support Services (School Administration) Please describe the expenditures with  | NO - this item is not marked for Learni<br><u>Account Number</u><br>6122SA0000<br><u>Object Code</u><br>120 - Regular Non-Certified Salaries   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ass a COVID-19 need   |
| Direct Allocation Account Name ESSER3 SCHOOL ADMIN Function Code 2400 - Support Services (School Administration) Please describe the expenditures with  | NO - this item is not marked for Learni<br>Account Number<br>6122SA0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will addres  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>ass a COVID-19 need   |
| Direct Allocation Account Name ESSER3 SCHOOL ADMIN Function Code 2400 - Support Services (School Administration) Please describe the expenditures with Retention Incentive Plan - Payments for e  | NO - this item is not marked for Learni<br>Account Number<br>6122SA0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to                                       | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>as a COVID-19 need  |
| Direct Allocation Account Name ESSER3 SCHOOL ADMIN Function Code 2400 - Support Services (School Administration) Please describe the expenditures with Retention Incentive Plan - Payments for e Budgeted Expenditures in SFY 2021  | NO - this item is not marked for Learni<br>Account Number<br>6122SA0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0                                | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>as a COVID-19 need  |
| Direct Allocation Account Name ESSER3 SCHOOL ADMIN Function Code 2400 - Support Services (School Administration) Please describe the expenditures with Retention Incentive Plan - Payments for o Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022  | NO - this item is not marked for Learni<br>Account Number<br>6122SA0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$57,587                    | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>as a COVID-19 need  |
| Direct Allocation Account Name ESSER3 SCHOOL ADMIN Function Code 2400 - Support Services (School Administration) Please describe the expenditures with Retention Incentive Plan - Payments for o Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 Budgeted Expenditures in SFY 2023  | NO - this item is not marked for Learni<br>Account Number<br>6122SA0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$57,587<br>\$86,381        | Allowable Use          16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.         ss a COVID-19 need         o retain staff through 2023 |
| Direct Allocation Account Name ESSER3 SCHOOL ADMIN Function Code 2400 - Support Services (School Administration) Please describe the expenditures with Retention Incentive Plan - Payments for o Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2023 Budgeted Expenditures in SFY 2024 Total Expenditures                             | NO - this item is not marked for Learni<br>Account Number<br>6122SA0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$57,587<br>\$86,381<br>\$0 | Allowable Use   16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.   Ss a COVID-19 need or retain staff through 2023 Status                              |
| Direct Allocation Account Name ESSER3 SCHOOL ADMIN Function Code 2400 - Support Services (School Administration) Please describe the expenditures with Retention Incentive Plan - Payments for e Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2023 Budgeted Expenditures in SFY 2024 Total Expenditures Line Item Comment from KSDE | NO - this item is not marked for Learni<br>Account Number<br>6122SA0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$57,587<br>\$86,381<br>\$0 | Allowable Use   16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.   Ss a COVID-19 need or retain staff through 2023 Status                              |
| Direct Allocation Account Name ESSER3 SCHOOL ADMIN Function Code 2400 - Support Services (School Administration) Please describe the expenditures with Retention Incentive Plan - Payments for o Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2023 Budgeted Expenditures in SFY 2024 Total Expenditures                             | NO - this item is not marked for Learni<br>Account Number<br>6122SA0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>in the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$57,587<br>\$86,381<br>\$0 | Allowable Use   16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.   Ss a COVID-19 need or retain staff through 2023 Status                              |

| <u>llocation Type</u>  |   | Learning Loss Set Aside Expenditure  |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for Learn  | ning Loss Set Aside Expenditure  |
| Account Name   | Account Number  |  |
| ESSER3 SCHOOL ADMIN  | 6122SA0000  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2400 - Support Services (School<br>Administration)   | 220 - Social Security Contributions   | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.   |
| Please describe the expenditures withi   | in the account and how they will addre  | ess a COVID-19 need  |
| Retention Incentive Plan - Payments for e  | eligible staff, part of a multi-period plan t   | o retain staff through 2023  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$7,137   |  |
|  | \$10,705  |  |
| Budgeted Expenditures in SFY 2023  |   |  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024   | \$O   | <u>Status</u>  |
| •  | <u>\$0</u><br>\$17,842  | <u>Status</u><br>Approved  |
| Budgeted Expenditures in SFY 2024  |   |  |
| Budgeted Expenditures in SFY 2024  |   |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures  | \$17,842  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0029  | \$17,842  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0029<br>Allocation Type   | \$17,842  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0029<br>Allocation Type<br>Direct Allocation  | \$17,842<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$17,842<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number   | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SCHOOL ADMIN   | \$17,842<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>6122SA0000   | Approved  Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  16 - Other activities necessary to  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SCHOOL ADMIN<br>Function Code<br>2400 - Support Services (School<br>Administration)  | \$17,842<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>6122SA0000<br>Object Code<br>290 - Other Employee Benefits   | Approved         Learning Loss Set Aside Expenditure         aning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff. |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SCHOOL ADMIN<br>Function Code<br>2400 - Support Services (School<br>Administration)<br>Please describe the expenditures withi  | \$17,842<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>6122SA0000<br>Object Code  | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SCHOOL ADMIN<br>Function Code<br>2400 - Support Services (School<br>Administration)<br>Please describe the expenditures withi  | \$17,842<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>6122SA0000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addre   | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SCHOOL ADMIN<br>Function Code<br>2400 - Support Services (School<br>Administration)<br>Please describe the expenditures withi<br>Retention Incentive Plan - Payments for e   | \$17,842<br>Is this Item for the 20% Minimuim I<br>NO - this item is not marked for Learn<br>Account Number<br>6122SA0000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addre<br>eligible staff, part of a multi-period plan to   | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SCHOOL ADMIN<br>Function Code<br>2400 - Support Services (School<br>Administration)<br>Please describe the expenditures withi<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$17,842<br><b>Is this Item for the 20% Minimuim I</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>6122SA0000<br><b>Object Code</b><br>290 - Other Employee Benefits<br><b>in the account and how they will addre</b><br>eligible staff, part of a multi-period plan to<br>\$0          | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0029<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 SCHOOL ADMIN<br>Function Code<br>2400 - Support Services (School<br>Administration)<br>Please describe the expenditures within<br>Retention Incentive Plan - Payments for e<br>Budgeted Expenditures in SFY 2021                                     | \$17,842<br><b>Is this Item for the 20% Minimuim I</b><br>NO - this item is not marked for Learn<br><b>Account Number</b><br>6122SA0000<br><b>Object Code</b><br>290 - Other Employee Benefits<br><b>in the account and how they will addre</b><br>eligible staff, part of a multi-period plan to<br>\$0<br>\$554 | Approved         Learning Loss Set Aside Expenditure         ning Loss Set Aside Expenditure         Allowable Use         16 - Other activities necessary to         maintain LEA operations and services         and employ existing LEA staff.  |

| Direct Allocation Account Name ESSER3 STUDENT SUPPORT Function Code   | NO - this item is not marked for Learnin  | na Loss Set Aside Expenditure  |
|---|---|--|
| ESSER3 STUDENT SUPPORT<br>Function Code   |   |  |
| Function Code   | Account Number  |  |
|   | 6122SS0000  |  |
| 2100 Support Convisos (Students)  | Object Code   | Allowable Use  |
| 2100 - Support Services (Students)  | 110 - Regular Certified Salaries  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                                       |
| Please describe the expenditures within   | the account and how they will addres  | s a COVID-19 need  |
| Retention Incentive Plan - Payments for eli   | gible staff, part of a multi-period plan to   | retain staff through 2023  |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$119,781   |  |
| Budgeted Expenditures in SFY 2023   | \$179,671   |  |
| Budgeted Expenditures in SFY 2024   | \$0   | <u>Status</u>  |
| Total Expenditures  | \$299,452   | Approved   |
| Allocation Type   | Is this Item for the 20% Minimuim Le  | earning Loss Set Aside Expenditure   |
| Allocation Type   |   | earning Loss Set Aside Expenditure   |
| Direct Allocation   | NO - this item is not marked for Learning   | •  |
|   | NO - this item is not marked for Learnin  | •  |
| Account Name  | Account Number  | •  |
| Direct Allocation<br><u>Account Name</u><br>ESSER3 STUDENT SUPPORT  | Account Number<br>6122SS0000  | ng Loss Set Aside Expenditure  |
| Account Name<br>ESSER3 STUDENT SUPPORT<br>Function Code   | Account Number<br>6122SS0000<br>Object Code   | ng Loss Set Aside Expenditure Allowable Use  |
| <u>Account Name</u><br>ESSER3 STUDENT SUPPORT   | Account Number<br>6122SS0000  | ng Loss Set Aside Expenditure  |
| Account Name<br>ESSER3 STUDENT SUPPORT<br>Function Code<br>2100 - Support Services (Students)   | Account Number<br>6122SS0000<br>Object Code<br>120 - Regular Non-Certified Salaries   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                      |
| Account Name<br>ESSER3 STUDENT SUPPORT<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures within  | Account Number<br>6122SS0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>the account and how they will addres   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>s a COVID-19 need |
| Account Name<br>ESSER3 STUDENT SUPPORT<br>Function Code   | Account Number<br>6122SS0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>the account and how they will addres   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>s a COVID-19 need |
| Account Name<br>ESSER3 STUDENT SUPPORT<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures within<br>Retention Incentive Plan - Payments for eli   | Account Number<br>6122SS0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>the account and how they will addres<br>gible staff, part of a multi-period plan to                    | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>s a COVID-19 need |
| Account Name<br>ESSER3 STUDENT SUPPORT<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures within<br>Retention Incentive Plan - Payments for eli<br>Budgeted Expenditures in SFY 2021                                      | Account Number<br>6122SS0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>the account and how they will addres<br>gible staff, part of a multi-period plan to<br>\$0             | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>s a COVID-19 need |
| Account Name<br>ESSER3 STUDENT SUPPORT<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures within<br>Retention Incentive Plan - Payments for eli<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | Account Number<br>6122SS0000<br>Object Code<br>120 - Regular Non-Certified Salaries<br>the account and how they will addres<br>gible staff, part of a multi-period plan to<br>\$0<br>\$38,007 | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>s a COVID-19 need |

| Allocation Type   | <u>Is this Item for the 20% Minimuim L</u>  | <u>earning Loss Set Aside Expenditure</u>  |
|---|---|--|
| Direct Allocation   | NO - this item is not marked for Learn  | ing Loss Set Aside Expenditure   |
| Account Name  | Account Number  |  |
| ESSER3 STUDENT SUPPORT  | 6122SS0000  |  |
| Function Code   | Object Code   | Allowable Use  |
| 2100 - Support Services (Students)  | 220 - Social Security Contributions   | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| Please describe the expenditures withi  | n the account and how they will addre   | ss a COVID-19 need   |
| -   | eligible staff, part of a multi-period plan to  |  |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$12,072  |  |
| Budgeted Expenditures in SFY 2023   | \$18,108  |  |
|   | 4.0   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024   | \$0   | Status   |
| •   | <u> </u>  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures   |   |  |
| •   |   |  |
| Total Expenditures  |   | Approved   |
| Total Expenditures  | \$30,180  | Approved   |
| Total Expenditures<br>ine Item ID: 497-3-0033<br>Allocation Type  | \$30,180<br>Is this Item for the 20% Minimuim L   | Approved   |
| Total Expenditures<br>ine Item ID: 497-3-0033<br>Allocation Type<br>Direct Allocation   | \$30,180<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn   | Approved   |
| Total Expenditures<br>ine Item ID: 497-3-0033<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$30,180<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number   | Approved   |
| Total Expenditures<br>ine Item ID: 497-3-0033<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 STUDENT SUPPORT   | \$30,180<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122SS0000   | Approved<br>.earning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use<br>16 - Other activities necessary to   |
| Total Expenditures ne Item ID: 497-3-0033 Allocation Type Direct Allocation Account Name ESSER3 STUDENT SUPPORT Function Code 2100 - Support Services (Students)  | \$30,180<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122SS0000<br>Object Code  | Approved  Approved  Approved  Approved  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  |
| Total Expenditures<br>ne Item ID: 497-3-0033<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 STUDENT SUPPORT<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withi   | \$30,180<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122SS0000<br>Object Code<br>290 - Other Employee Benefits   | Approved  Approved  Approved  Approved  Approved  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  Ss a COVID-19 need  |
| Total Expenditures ne Item ID: 497-3-0033 Allocation Type Direct Allocation Account Name ESSER3 STUDENT SUPPORT Function Code 2100 - Support Services (Students) Please describe the expenditures withi Retention Incentive Plan - Payments for e   | \$30,180<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122SS0000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address   | Approved  Approved |
| Total Expenditures ne Item ID: 497-3-0033 Allocation Type Direct Allocation Account Name ESSER3 STUDENT SUPPORT Function Code 2100 - Support Services (Students) Please describe the expenditures withi Retention Incentive Plan - Payments for e Budgeted Expenditures in SFY 2021                                   | \$30,180<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122SS0000<br>Object Code<br>290 - Other Employee Benefits<br>In the account and how they will address<br>eligible staff, part of a multi-period plan to                 | Approved  Approved  Approved  Approved  Approved  Allowable Use  16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  Ss a COVID-19 need  |
| Total Expenditures<br>ne Item ID: 497-3-0033<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 STUDENT SUPPORT<br>Function Code<br>2100 - Support Services (Students)<br>Please describe the expenditures withi   | \$30,180<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122SS0000<br>Object Code<br>290 - Other Employee Benefits<br>In the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0          | Approved  Approved Approv |
| Total Expenditures ne Item ID: 497-3-0033 Allocation Type Direct Allocation Account Name ESSER3 STUDENT SUPPORT Function Code 2100 - Support Services (Students) Please describe the expenditures withi Retention Incentive Plan - Payments for e Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$30,180<br>Is this Item for the 20% Minimuim L<br>NO - this item is not marked for Learn<br>Account Number<br>6122SS0000<br>Object Code<br>290 - Other Employee Benefits<br>In the account and how they will address<br>eligible staff, part of a multi-period plan to<br>\$0<br>\$938 | Approved  Approved |

| <u>Allocation Type</u>              | <u>Is this Item for the 20% Minimuim</u>   | Learning Loss Set Aside Expenditure   |
|-------------------------------------|--|---|
| Direct Allocation                   | YES - this item is marked for Learning   | g Loss Set Aside Expenditure  |
| Account Name                        | Account Number   |   |
| ESSER3 INSTR ELEMENTARY             | 6122IN7000   |   |
| Function Code                       | Object Code  | Allowable Use   |
| 1000 - Instruction                  | 110 - Regular Certified Salaries   | 12 - Addressing learning loss among students, including vulnerable populations. |
|                                     |  |   |
| Please describe the expenditures wi | thin the account and how they will addr  | ess a COVID-19 need   |
| •                                   | thin the account and how they will addr<br>tle I targeted assistance services. School si |   |

| Budgeted Expenditures in SFY 2022 | \$86,963 |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2023 | \$0      |
| Budgeted Expenditures in SFY 2024 | \$0      |
| Total Expenditures                | \$86,963 |

| <u>Status</u> |  |
|---------------|--|
| Approved      |  |

## Line Item Comment from KSDE

Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic data from district common assessments, grades, and academic screenings indicated that 48.21% of students are academically at-risk due to the impact of the pandemic. More than 36% of students were identified as at-risk socially and emotionally based on data in our Student Risk Screening Scale - Internalizing and externalizing (SRSS-IE), discipline incidents, and attendance. When we examine certain populations (socioeconomic status, race/ethnicity, special education, and English language learners), we have determined that 12.8% of our student population have multiple factors that increase risk to negative outcomes due to the pandemic. When looking at individual schools, we see impacts to at-risk populations as high as 76.1%.

Line Item ID: 497-3-0035

| Allocation Type  | Is this Item for the 20% Minimuim   | Learning Loss Set Aside Expenditure   |
|--|---|---|
| Direct Allocation  | YES - this item is marked for Learning  | g Loss Set Aside Expenditure  |
| Account Name   | Account Number  |   |
| ESSER3 INSTR ELEMENTARY  | 6122IN7000  |   |
| Function Code  | Object Code   | Allowable Use   |
| 1000 - Instruction   | 220 - Social Security Contributions   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures withi   | n the account and how they will addr  | ess a COVID-19 need   |
| Additional certified staff to perform Title realized.  | I targeted assistance services. School si   | te had more staff planned than allocation   |
| Budgeted Expenditures in SFY 2021  | \$0   |   |
| Budgeted Expenditures in SFY 2022  | \$6,654   |   |
| Budgeted Expenditures in SFY 2023  | \$0   |   |
| Budgeted Expenditures in SFY 2024  | \$0   | <u>Status</u>   |
| Total Expenditures   | \$6,654   | Approved  |
|  |   |   |
|  |   |   |
| ine Item ID: 497-3-0036  |   |   |
|  | Is this Item for the 20% Minimuim   | Learning Loss Set Aside Expenditure   |
|  | <u>Is this Item for the 20% Minimuim</u><br>YES - this item is marked for Learning  |   |
| <u>Allocation Type</u><br>Direct Allocation  |   |   |
| <u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u>   | YES - this item is marked for Learning  |   |
| <u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u>   | YES - this item is marked for Learning<br>Account Number  |   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTR ELEMENTARY<br>Function Code   | YES - this item is marked for Learning<br><u>Account Number</u><br>6122IN7000   | g Loss Set Aside Expenditure  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTR ELEMENTARY<br>Function Code<br>1000 - Instruction   | YES - this item is marked for Learning<br><u>Account Number</u><br>6122IN7000<br><b>Object Code</b><br>290 - Other Employee Benefits  | g Loss Set Aside Expenditure Allowable Use 12 - Addressing learning loss among students, including vulnerable populations.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTR ELEMENTARY<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi   | YES - this item is marked for Learning<br>Account Number<br>6122IN7000<br>Object Code<br>290 - Other Employee Benefits<br>n the account and how they will addr  | <ul> <li>g Loss Set Aside Expenditure</li> <li>Allowable Use</li> <li>12 - Addressing learning loss among students, including vulnerable populations.</li> </ul>                      |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTR ELEMENTARY<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Additional certified staff to perform Title<br>realized.   | YES - this item is marked for Learning<br>Account Number<br>6122IN7000<br>Object Code<br>290 - Other Employee Benefits<br>n the account and how they will addr  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTR ELEMENTARY<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Additional certified staff to perform Title<br>realized.<br>Budgeted Expenditures in SFY 2021                                      | YES - this item is marked for Learning<br>Account Number<br>6122IN7000<br>Object Code<br>290 - Other Employee Benefits<br>n the account and how they will addr<br>I targeted assistance services. School sin                          | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTR ELEMENTARY<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Additional certified staff to perform Title  | YES - this item is marked for Learning<br>Account Number<br>6122IN7000<br>Object Code<br>290 - Other Employee Benefits<br>n the account and how they will addr<br>I targeted assistance services. School sin<br>\$0                   | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTR ELEMENTARY<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Additional certified staff to perform Title<br>realized.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | YES - this item is marked for Learning<br>Account Number<br>6122IN7000<br>Object Code<br>290 - Other Employee Benefits<br>n the account and how they will addr<br>I targeted assistance services. School sin<br>\$0<br>\$2,097        | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.  |
| Account Name<br>ESSER3 INSTR ELEMENTARY<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Additional certified staff to perform Title<br>realized.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023    | YES - this item is marked for Learning<br>Account Number<br>6122IN7000<br>Object Code<br>290 - Other Employee Benefits<br>n the account and how they will addr<br>I targeted assistance services. School sir<br>\$0<br>\$2,097<br>\$0 | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ress a COVID-19 need         te had more staff planned than allocation |

| Allocation Type  | Is this Item for the 20% Minimuim   | n Learning Loss Set Aside Expenditure   |
|--|---|---|
| Direct Allocation  | YES - this item is marked for Learnin   | ng Loss Set Aside Expenditure   |
| Account Name   | Account Number  |   |
| ESSER3 INSTR ELEMENTARY  | 6122IN7000  |   |
| Function Code  | Object Code   | Allowable Use   |
| 1000 - Instruction   | 280 - Health Benefits   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures withi   | n the account and how they will add   | ress a COVID-19 need  |
| Additional certified staff to perform Title realized.  | I targeted assistance services. School s  | site had more staff planned than allocation   |
| Budgeted Expenditures in SFY 2021  | \$0   |   |
| Budgeted Expenditures in SFY 2022  | \$12,339  |   |
| Budgeted Expenditures in SFY 2023  | \$0   |   |
| Budgeted Expenditures in SFY 2024  | \$0   | <u>Status</u>   |
| Total Expenditures   | \$12,339  | Approved  |
| ine Item ID: 497-3-0038  |   |   |
|  |   |   |
| Allocation Type  | <u>Is this Item for the 20% Minimuin</u>  | n Learning Loss Set Aside Expenditure   |
| Allocation Type<br>Direct Allocation   | Is this Item for the 20% Minimuin<br>YES - this item is marked for Learnin  | •   |
|  |   | •   |
| Direct Allocation  | YES - this item is marked for Learnin   | •   |
| Direct Allocation Account Name   | YES - this item is marked for Learnin<br><u>Account Number</u>  | •   |
| Direct Allocation Account Name ESSER3 INSTR ELEMENTARY   | YES - this item is marked for Learnin<br><u>Account Number</u><br>6122IN7000  | ng Loss Set Aside Expenditure   |
| Direct Allocation Account Name ESSER3 INSTR ELEMENTARY Function Code 1000 - Instruction  | YES - this item is marked for Learnin<br><u>Account Number</u><br>6122IN7000<br><b>Object Code</b><br>110 - Regular Certified Salaries  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Direct Allocation<br><u>Account Name</u><br>ESSER3 INSTR ELEMENTARY<br>Function Code   | YES - this item is marked for Learnin<br><u>Account Number</u><br>6122IN7000<br><b>Object Code</b><br>110 - Regular Certified Salaries<br>in the account and how they will add  | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         Iress a COVID-19 need                                    |
| Direct Allocation Account Name ESSER3 INSTR ELEMENTARY Function Code 1000 - Instruction Please describe the expenditures within  | YES - this item is marked for Learnin<br><u>Account Number</u><br>6122IN7000<br><b>Object Code</b><br>110 - Regular Certified Salaries<br>in the account and how they will add  | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         Iress a COVID-19 need                                    |
| Direct Allocation Account Name ESSER3 INSTR ELEMENTARY Function Code 1000 - Instruction Please describe the expenditures withi Additional certified staff placed to lower  | YES - this item is marked for Learnin<br>Account Number<br>6122IN7000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will add<br>elementary classroom size to mitigate t   | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         Iress a COVID-19 need                                    |
| Direct Allocation Account Name ESSER3 INSTR ELEMENTARY Function Code 1000 - Instruction Please describe the expenditures withi Additional certified staff placed to lower Budgeted Expenditures in SFY 2021  | YES - this item is marked for Learnin<br>Account Number<br>6122IN7000<br>Object Code<br>110 - Regular Certified Salaries<br>In the account and how they will add<br>elementary classroom size to mitigate to<br>\$0   | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         Iress a COVID-19 need                                    |
| Direct Allocation Account Name ESSER3 INSTR ELEMENTARY Function Code 1000 - Instruction Please describe the expenditures withi Additional certified staff placed to lower Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022  | YES - this item is marked for Learnin<br>Account Number<br>6122IN7000<br>Object Code<br>110 - Regular Certified Salaries<br>In the account and how they will add<br>elementary classroom size to mitigate t<br>\$0<br>\$324,406   | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.  |
| Direct Allocation Account Name ESSER3 INSTR ELEMENTARY Function Code 1000 - Instruction Please describe the expenditures withi Additional certified staff placed to lower Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 Budgeted Expenditures in SFY 2023                    | YES - this item is marked for Learnin<br>Account Number<br>6122IN7000<br>Object Code<br>110 - Regular Certified Salaries<br>In the account and how they will add<br>elementary classroom size to mitigate t<br>\$0<br>\$324,406<br>\$0  | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         Iress a COVID-19 need         the risk of COVID outbreak |
| Direct Allocation Account Name ESSER3 INSTR ELEMENTARY Function Code 1000 - Instruction Please describe the expenditures withi Additional certified staff placed to lower Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2023 Budgeted Expenditures in SFY 2024                    | YES - this item is marked for Learnin<br>Account Number<br>6122IN7000<br>Object Code<br>110 - Regular Certified Salaries<br>In the account and how they will add<br>elementary classroom size to mitigate t<br>\$0<br>\$324,406<br>\$0<br>\$0<br>\$0<br>\$0                                 | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         Iress a COVID-19 need         the risk of COVID outbreak |
| Direct Allocation Account Name ESSER3 INSTR ELEMENTARY Function Code 1000 - Instruction Please describe the expenditures withi Additional certified staff placed to lower Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2023 Budgeted Expenditures in SFY 2024 Total Expenditures | YES - this item is marked for Learnin<br>Account Number<br>6122IN7000<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will add<br>elementary classroom size to mitigate t<br>\$0<br>\$324,406<br>\$0<br>\$324,406<br>\$0<br>\$324,406<br>\$0<br>\$324,406 | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         Iress a COVID-19 need         the risk of COVID outbreak |

| Allocation Type   | is this item for the 20% Minimum I   | Learning Loss Set Aside Expenditure   |
|---|--|---|
| Direct Allocation   | YES - this item is marked for Learning   | Loss Set Aside Expenditure  |
| Account Name  | Account Number   |   |
| ESSER3 INSTR ELEMENTARY   | 6122IN7000   |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 220 - Social Security Contributions  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures withi  | in the account and how they will addre   | ess a COVID-19 need   |
| •   | elementary classroom size to mitigate the  |   |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2022   | \$24,790   |   |
| Budgeted Expenditures in SFY 2023   | \$0  |   |
| budgeted Experialtures in SFT 2025  | + <b>-</b>   |   |
| Budgeted Expenditures in SFY 2023   | \$0  | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0040<br>Allocation Type  | \$0<br>\$24,790<br>Is this Item for the 20% Minimuim I   | Approved  |
| •   | <u>\$0</u><br>\$24,790   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0040<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$0<br>\$24,790<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0040<br>Allocation Type<br>Direct Allocation   | \$0<br>\$24,790<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0040<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTR ELEMENTARY  | \$0<br>\$24,790<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>6122IN7000   | Approved<br>Learning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0040<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTR ELEMENTARY<br>Function Code   | \$0<br>\$24,790<br><b>Is this Item for the 20% Minimuim I</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>6122IN7000<br><b>Object Code</b><br>290 - Other Employee Benefits  | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.                      |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0040<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTR ELEMENTARY<br>Function Code<br>1000 - Instruction   | \$0<br>\$24,790<br><b>Is this Item for the 20% Minimuim I</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>6122IN7000<br><b>Object Code</b><br>290 - Other Employee Benefits<br>in the account and how they will address  | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0040<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTR ELEMENTARY<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Additional certified staff placed to lower   | \$0<br>\$24,790<br><b>Is this Item for the 20% Minimuim I</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>6122IN7000<br><b>Object Code</b><br>290 - Other Employee Benefits<br>in the account and how they will address  | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0040<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTR ELEMENTARY<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Additional certified staff placed to lower<br>Budgeted Expenditures in SFY 2021                                      | \$0<br>\$24,790<br><b>Is this Item for the 20% Minimum I</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>6122IN7000<br><b>Object Code</b><br>290 - Other Employee Benefits<br><b>in the account and how they will addres</b><br>elementary classroom size to mitigate the                  | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0040<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTR ELEMENTARY<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Additional certified staff placed to lower<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$0<br>\$24,790<br><b>Is this Item for the 20% Minimum I</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>6122IN7000<br><b>Object Code</b><br>290 - Other Employee Benefits<br><b>in the account and how they will addre</b><br>elementary classroom size to mitigate the<br>\$0            | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0040<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INSTR ELEMENTARY<br>Function Code<br>1000 - Instruction   | \$0<br>\$24,790<br><b>Is this Item for the 20% Minimum I</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>6122IN7000<br><b>Object Code</b><br>290 - Other Employee Benefits<br><b>in the account and how they will addre</b><br>elementary classroom size to mitigate the<br>\$0<br>\$7,345 | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ess a COVID-19 need |

| irect Allocation   | YES - this item is marked for L  | earning Loss Set Aside Expenditure  |
|--|--|---|
| Account Name   | Account Number   |   |
| ESSER3 INSTR ELEMENTARY  | 6122IN7000   |   |
| Function Code  | Object Code  | Allowable Use   |
|  | 280 - Health Benefits  | 12 - Addressing learning loss among   |
| 1000 - Instruction   | 200 - Health Benefits  |   |
| Please describe the expenditures withi   | in the account and how they w  | students, including vulnerable<br>populations.<br>ill address a COVID-19 need |
|  | in the account and how they w  | students, including vulnerable<br>populations.<br>ill address a COVID-19 need |
| Please describe the expenditures withi   | in the account and how they w  | students, including vulnerable<br>populations.<br>ill address a COVID-19 need |
| Please describe the expenditures withi<br>Additional certified staff placed to lower   | in the account and how they wi<br>elementary classroom size to mit                             | students, including vulnerable<br>populations.<br>ill address a COVID-19 need |
| Please describe the expenditures withi<br>Additional certified staff placed to lower<br>Budgeted Expenditures in SFY 2021                                      | in the account and how they wi<br>elementary classroom size to mit<br>\$0                      | students, including vulnerable<br>populations.<br>ill address a COVID-19 need |
| Please describe the expenditures withi<br>Additional certified staff placed to lower<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | i <b>n the account and how they w</b> i<br>elementary classroom size to mit<br>\$0<br>\$42,306 | students, including vulnerable<br>populations.<br>ill address a COVID-19 need |

| Allocation Type   | <u>Is this Item for the 20% Minimuim</u>   | <u>1 Learning Loss Set Aside Expenditure</u>  |
|---|--|---|
| Direct Allocation   | YES - this item is marked for Learnin  | g Loss Set Aside Expenditure  |
| Account Name  | Account Number   |   |
| ESSER3 AT RISK INSTR ELEM   | 6122IN1570   |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 110 - Regular Certified Salaries   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Please describe the expenditures with   | -  |   |
| Certified teachers assigned for math and  | reading instruction based on specific st   | tudent data and student remedial needs.   |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2022   | \$685,100  |   |
| Budgeted Expenditures in SFY 2023   | \$0  |   |
| Budgeted Expenditures in SFY 2024   | \$0  | <u>Status</u>   |
| Total Expenditures  | \$685,100  | Approved  |
| Line Item Comment from KSDE   |  |   |
| Per narrative, USD 497 compiled data from<br>social and emotional, and demographics<br>COVID-19. Academic data from district of<br>and academic screenings indicated that<br>academically at-risk due to the impact of<br>regarding evidence based intervention u<br>Interventionists providing supports to be<br>applicant, Correct, these certified positio<br>Interventionists who are assigned for ma | , to determine the impacts of<br>ommon assessments, grades,<br>48.21% of students are<br>f the pandemic. Per narrative<br>se of reserve funds, Academic<br>oth teachers and students. Per<br>ns are the Academic |   |

| Allocation Type  | <u>Is this Item for the 20% Minimuim L</u>  | • ·  |
|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning  | Loss Set Aside Expenditure   |
| Account Name   | Account Number  |  |
| ESSER3 AT RISK INSTR ELEM  | 6122IN1570  |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 220 - Social Security Contributions   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures with  | in the account and how they will addre  | ss a COVID-19 need   |
| Certified teachers assigned for math and   | reading instruction based on specific stud  | dent data and student remedial needs.  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$52,416  |  |
| Budgeted Expenditures in SFY 2023  | \$0   |  |
|  |   |  |
| Budgeted Expenditures in SFY 2024  | \$0   | <u>Status</u>  |
| Total Expenditures ne Item ID: 497-3-0048 Allocation Type  | \$52,416<br>Is this Item for the 20% Minimuim L   | Approved   |
| Total Expenditures ne Item ID: 497-3-0048 Allocation Type Direct Allocation  | \$52,416<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning   | Approved   |
| Total Expenditures ne Item ID: 497-3-0048 Allocation Type Direct Allocation Account Name   | \$52,416<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number   | Approved   |
| Total Expenditures ne Item ID: 497-3-0048 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR ELEM   | \$52,416<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>6122IN1570   | Approved<br>Learning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 497-3-0048 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR ELEM Function Code   | \$52,416<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>6122IN1570<br>Object Code  | Approved<br><u>earning Loss Set Aside Expenditure</u><br>Loss Set Aside Expenditure<br>Allowable Use   |
| Total Expenditures ne Item ID: 497-3-0048 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR ELEM   | \$52,416<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>6122IN1570   | Approved<br>Learning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 497-3-0048 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR ELEM Function Code 1000 - Instruction  | \$52,416<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>6122IN1570<br>Object Code  | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.                     |
| Total Expenditures ne Item ID: 497-3-0048 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR ELEM Function Code 1000 - Instruction Please describe the expenditures withi   | \$52,416<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>6122IN1570<br>Object Code<br>290 - Other Employee Benefits   | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need |
| Total Expenditures ne Item ID: 497-3-0048 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR ELEM Function Code 1000 - Instruction Please describe the expenditures withi Certified teachers assigned for math and  | \$52,416<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>6122IN1570<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address   | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need |
| Total Expenditures ne Item ID: 497-3-0048 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR ELEM Function Code 1000 - Instruction Please describe the expenditures withi Certified teachers assigned for math and Budgeted Expenditures in SFY 2021                                    | \$52,416<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>6122IN1570<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addree<br>reading instruction based on specific stud                                    | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need |
| Total Expenditures Ine Item ID: 497-3-0048 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR ELEM Function Code 1000 - Instruction Please describe the expenditures withi Certified teachers assigned for math and Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$52,416<br><b>Is this Item for the 20% Minimuim L</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>6122IN1570<br><b>Object Code</b><br>290 - Other Employee Benefits<br><b>in the account and how they will addres</b><br>reading instruction based on specific stud<br>\$0 | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need |
| Total Expenditures ne Item ID: 497-3-0048 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR ELEM Function Code 1000 - Instruction Please describe the expenditures withi   | \$52,416<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>6122IN1570<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addree<br>reading instruction based on specific stud<br>\$0<br>\$15,821                 | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ss a COVID-19 need |

| Allocation Type   |   | iim Learning Loss Set Aside Expenditure   |
|---|---|---|
| Direct Allocation   | YES - this item is marked for Learn   | ning Loss Set Aside Expenditure   |
| Account Name  | Account Number  |   |
| ESSER3 AT RISK INSTR ELEM   | 6122IN1570  |   |
| Function Code   | Object Code   | Allowable Use   |
| 1000 - Instruction  | 280 - Health Benefits   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures with   | in the account and how they will a  | ddress a COVID-19 need  |
| Certified teachers assigned for math and  | reading instruction based on specific   | c student data and student remedial needs.  |
| Budgeted Expenditures in SFY 2021   | \$0   |   |
| Budgeted Expenditures in SFY 2022   | \$91,663  |   |
| Budgeted Expenditures in SFY 2023   | \$0   |   |
|   |   |   |
| Budgeted Expenditures in SFY 2024   | \$0   | <u>Status</u>   |
| ne Item ID: 497-3-0050  | \$91,663  | Status<br>Approved<br>im Learning Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0050<br>Allocation Type<br>Direct Allocation   | \$91,663<br>Is this Item for the 20% Minimu   | Approved  |
| Total Expenditures ne Item ID: 497-3-0050 Allocation Type Direct Allocation   | \$91,663<br>Is this Item for the 20% Minimu<br>YES - this item is marked for Learn  | Approved  |
| Total Expenditures ne Item ID: 497-3-0050 Allocation Type   | \$91,663<br>Is this Item for the 20% Minimu   | Approved  |
| Total Expenditures ne Item ID: 497-3-0050 Allocation Type Direct Allocation Account Name  | \$91,663<br>Is this Item for the 20% Minimu<br>YES - this item is marked for Learn<br>Account Number  | Approved  |
| Total Expenditures ne Item ID: 497-3-0050 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR MIDDLE  | \$91,663<br>Is this Item for the 20% Minimu<br>YES - this item is marked for Learn<br>Account Number<br>6122IN1571  | Approved<br><b>tim Learning Loss Set Aside Expenditure</b><br>hing Loss Set Aside Expenditure<br><b>Allowable Use</b>   |
| Total Expenditures<br>ne Item ID: 497-3-0050<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR MIDDLE<br>Function Code  | \$91,663<br>Is this Item for the 20% Minimu<br>YES - this item is marked for Learn<br>Account Number<br>6122IN1571<br>Object Code<br>110 - Regular Certified Salaries   | Approved  im Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.                         |
| Total Expenditures ne Item ID: 497-3-0050 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR MIDDLE Function Code 1000 - Instruction Please describe the expenditures withi  | \$91,663<br>Is this Item for the 20% Minimu<br>YES - this item is marked for Learn<br>Account Number<br>6122IN1571<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will ac  | Approved  im Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.                         |
| Total Expenditures ne Item ID: 497-3-0050 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR MIDDLE Function Code 1000 - Instruction Please describe the expenditures withi Certified teachers assigned for math and   | \$91,663<br>Is this Item for the 20% Minimu<br>YES - this item is marked for Learn<br>Account Number<br>6122IN1571<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will ac  | Approved  im Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ddress a COVID-19 need |
| Total Expenditures ne Item ID: 497-3-0050 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR MIDDLE Function Code 1000 - Instruction Please describe the expenditures withi Certified teachers assigned for math and Budgeted Expenditures in SFY 2021                                   | \$91,663<br>Is this Item for the 20% Minimu<br>YES - this item is marked for Learn<br>Account Number<br>6122IN1571<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will ac<br>reading instruction based on specified                    | Approved  im Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ddress a COVID-19 need |
| Total Expenditures ne Item ID: 497-3-0050 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR MIDDLE Function Code 1000 - Instruction Please describe the expenditures withi Certified teachers assigned for math and Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$91,663<br>Is this Item for the 20% Minimu<br>YES - this item is marked for Learn<br>Account Number<br>6122IN1571<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will ac<br>reading instruction based on specified<br>\$0             | Approved  im Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ddress a COVID-19 need |
| Total Expenditures ne Item ID: 497-3-0050 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR MIDDLE Function Code 1000 - Instruction Please describe the expenditures withi  | \$91,663<br>Is this Item for the 20% Minimu<br>YES - this item is marked for Learn<br>Account Number<br>6122IN1571<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will ac<br>reading instruction based on specifie<br>\$0<br>\$210,800 | Approved  im Learning Loss Set Aside Expenditure  ning Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  ddress a COVID-19 need |

| Allocation Type   | <u>Is this Item for the 20% Minimuim L</u>   | earning Loss Set Aside Expenditure  |
|---|--|---|
| Direct Allocation   | YES - this item is marked for Learning   | Loss Set Aside Expenditure  |
| Account Name  | Account Number   |   |
| ESSER3 AT RISK INSTR MIDDLE   | 6122IN1571   |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 220 - Social Security Contributions  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures withi  | in the account and how they will addres  | ss a COVID-19 need  |
| -   | reading instruction based on specific stud   |   |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2022   | \$16,128   |   |
| Budgeted Expenditures in SFY 2023   | \$0  |   |
| Budgeted Expenditures in SFY 2024   | \$0  | Status  |
|   |  |   |
| Total Expenditures  | \$16,128   | Approved  |
| ne Item ID: 497-3-0052  |  |   |
| Total Expenditures  | Is this Item for the 20% Minimuim L  | earning Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 497-3-0052 Allocation Type Direct Allocation   | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning  | earning Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 497-3-0052 Allocation Type Direct Allocation Account Name  | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number  | earning Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 497-3-0052 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR MIDDLE  | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>6122IN1571  | earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 497-3-0052 Allocation Type Direct Allocation Account Name  | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number  | earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable  |
| Total Expenditures ne Item ID: 497-3-0052 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR MIDDLE Function Code 1000 - Instruction   | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>6122IN1571<br>Object Code<br>290 - Other Employee Benefits  | earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Total Expenditures ne Item ID: 497-3-0052 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR MIDDLE Function Code 1000 - Instruction Please describe the expenditures withi  | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>6122IN1571<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addres   | earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ss a COVID-19 need  |
| Total Expenditures ne Item ID: 497-3-0052 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR MIDDLE Function Code 1000 - Instruction Please describe the expenditures withi Certified teachers assigned for math and   | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>6122IN1571<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address<br>reading instruction based on specific stud                          | earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ss a COVID-19 need  |
| Total Expenditures ne Item ID: 497-3-0052 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR MIDDLE Function Code 1000 - Instruction Please describe the expenditures withi Certified teachers assigned for math and Budgeted Expenditures in SFY 2021   | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>6122IN1571<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address<br>reading instruction based on specific stud<br>\$0                   | earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ss a COVID-19 need  |
| Total Expenditures ne Item ID: 497-3-0052 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR MIDDLE Function Code 1000 - Instruction Please describe the expenditures withi Certified teachers assigned for math and Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022                                   | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>6122IN1571<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address<br>reading instruction based on specific stud<br>\$0<br>\$4,868        | earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ss a COVID-19 need  |
| Total Expenditures ne Item ID: 497-3-0052 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR MIDDLE Function Code 1000 - Instruction Please describe the expenditures withi Certified teachers assigned for math and Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 Budgeted Expenditures in SFY 2023 | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>6122IN1571<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address<br>reading instruction based on specific stud<br>\$0<br>\$4,868<br>\$0 | earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ss a COVID-19 need<br>dent data and student remedial needs. |
| Total Expenditures ne Item ID: 497-3-0052 Allocation Type Direct Allocation Account Name ESSER3 AT RISK INSTR MIDDLE Function Code 1000 - Instruction Please describe the expenditures withi Certified teachers assigned for math and Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022                                   | Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>6122IN1571<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address<br>reading instruction based on specific stud<br>\$0<br>\$4,868        | earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ss a COVID-19 need  |

| Allocation Type   | Is this Item for the 20% Minimui  | m Learning Loss Set Aside Expenditure  |
|---|---|--|
| Direct Allocation   | YES - this item is marked for Learni  | ing Loss Set Aside Expenditure   |
| Account Name  | Account Number  |  |
| ESSER3 AT RISK INSTR MIDDLE   | 6122IN1571  |  |
| Function Code   | Object Code   | Allowable Use  |
| 1000 - Instruction  | 280 - Health Benefits   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures withi  | in the account and how they will ad   | dress a COVID-19 need  |
| Certified teachers assigned for math and  | reading instruction based on specific   | student data and student remedial needs.   |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$28,204  |  |
| Budgeted Expenditures in SFY 2023   | \$0   |  |
| budgeted Expenditures in Si i 2025  |   |  |
| Budgeted Expenditures in SFY 2024   | \$0   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0054<br>Allocation Type  | \$28,204<br>Is this Item for the 20% Minimui  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0054<br>Allocation Type<br>Direct Allocation   | \$28,204<br>Is this Item for the 20% Minimui<br>YES - this item is marked for Learni  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0054<br>Allocation Type  | \$28,204<br>Is this Item for the 20% Minimui  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0054<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$28,204<br>Is this Item for the 20% Minimui<br>YES - this item is marked for Learni<br>Account Number  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0054<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR HIGH  | \$28,204<br>Is this Item for the 20% Minimui<br>YES - this item is marked for Learni<br>Account Number<br>6122IN1572  | Approved<br>m Learning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0054<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR HIGH<br>Function Code   | \$28,204<br>Is this Item for the 20% Minimui<br>YES - this item is marked for Learni<br>Account Number<br>6122IN1572<br>Object Code<br>110 - Regular Certified Salaries   | Approved         m Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0054<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR HIGH<br>Function Code<br>1000 - Instruction   | \$28,204<br>Is this Item for the 20% Minimui<br>YES - this item is marked for Learni<br>Account Number<br>6122IN1572<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will ad  | Approved         m Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0054<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR HIGH<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Certified teachers assigned for math and   | \$28,204<br>Is this Item for the 20% Minimui<br>YES - this item is marked for Learni<br>Account Number<br>6122IN1572<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will ad  | Approved         m Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Ing Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         dress a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0054<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR HIGH<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Certified teachers assigned for math and<br>Budgeted Expenditures in SFY 2021                                      | \$28,204<br>Is this Item for the 20% Minimui<br>YES - this item is marked for Learni<br>Account Number<br>6122IN1572<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will ad<br>reading instruction based on specific                     | Approved         m Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Ing Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         dress a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0054<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR HIGH<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Certified teachers assigned for math and<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$28,204<br>Is this Item for the 20% Minimui<br>YES - this item is marked for Learni<br>Account Number<br>6122IN1572<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will ad<br>reading instruction based on specific<br>\$0              | Approved         m Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Ing Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         dress a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0054<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR HIGH<br>Function Code<br>1000 - Instruction   | \$28,204<br>Is this Item for the 20% Minimui<br>YES - this item is marked for Learni<br>Account Number<br>6122IN1572<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will ad<br>reading instruction based on specific<br>\$0<br>\$158,100 | Approved         m Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Ing Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         dress a COVID-19 need |

| Illocation Type   |   | Learning Loss Set Aside Expenditure   |
|---|---|---|
| Direct Allocation   | YES - this item is marked for Learning  | Loss Set Aside Expenditure  |
| Account Name  | Account Number  |   |
| ESSER3 AT RISK INSTR HIGH   | 6122IN1572  |   |
| Function Code   | Object Code   | Allowable Use   |
| 1000 - Instruction  | 220 - Social Security Contributions   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures withi  | in the account and how they will addre  | ess a COVID-19 need   |
| Certified teachers assigned for math and  | reading instruction based on specific stu   | ident data and student remedial needs.  |
| Budgeted Expenditures in SFY 2021   | \$0   |   |
| Budgeted Expenditures in SFY 2022   | \$12,096  |   |
| Budgeted Expenditures in SFY 2023   | \$0   |   |
| buugeteu experialtares în SFT 2025  |   |   |
| Budgeted Expenditures in SFY 2023   | \$0   | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0056<br>Allocation Type  | \$12,096  | Approved  |
| <b>5</b>  | \$12,096  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0056<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$12,096<br>Is this Item for the 20% Minimum<br>YES - this item is marked for Learning  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0056<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR HIGH  | \$12,096<br>Is this Item for the 20% Minimum<br>YES - this item is marked for Learning<br>Account Number  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 497-3-0056<br>Allocation Type<br>Direct Allocation  | \$12,096<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>6122IN1572   | Approved<br>Learning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0056<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR HIGH<br>Function Code<br>1000 - Instruction   | \$12,096<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>6122IN1572<br>Object Code  | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.                      |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0056<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR HIGH<br>Function Code<br>1000 - Instruction   | \$12,096<br>Is this Item for the 20% Minimum<br>YES - this item is marked for Learning<br>Account Number<br>6122IN1572<br>Object Code<br>290 - Other Employee Benefits  | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0056<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR HIGH<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Certified teachers assigned for math and   | \$12,096<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>6122IN1572<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addre   | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0056<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR HIGH<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Certified teachers assigned for math and<br>Budgeted Expenditures in SFY 2021                                      | \$12,096<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>6122IN1572<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addre<br>reading instruction based on specific stu  | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0056<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR HIGH<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Certified teachers assigned for math and<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$12,096<br><b>Is this Item for the 20% Minimum</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>6122IN1572<br><b>Object Code</b><br>290 - Other Employee Benefits<br><b>in the account and how they will addre</b><br>reading instruction based on specific stur<br>\$0             | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0056<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR HIGH<br>Function Code<br>1000 - Instruction   | \$12,096<br><b>Is this Item for the 20% Minimuim</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>6122IN1572<br><b>Object Code</b><br>290 - Other Employee Benefits<br><b>in the account and how they will addre</b><br>reading instruction based on specific stur<br>\$0<br>\$3,651 | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ess a COVID-19 need |

| Allocation Type  | <u>Is this Item for the 20% Minimuim</u>  | <u> </u>   |
|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning  | g Loss Set Aside Expenditure   |
| Account Name   | Account Number  |  |
| SSER3 AT RISK INSTR HIGH   | 6122IN1572  |  |
| unction Code   | Object Code   | Allowable Use  |
| 000 - Instruction  | 280 - Health Benefits   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| lease describe the expenditures withi  | n the account and how they will add   | ress a COVID-19 need   |
| ertified teachers assigned for math and  | reading instruction based on specific st  | tudent data and student remedial needs.  |
| udgeted Expenditures in SFY 2021   | \$0   |  |
| Sudgeted Expenditures in SFY 2022  | \$21,153  |  |
| Budgeted Expenditures in SFY 2023  | \$0   |  |
| Budgeted Expenditures in SFY 2024  | \$0   | <u>Status</u>  |
| otal Expenditures  | \$21,153  | Approved   |
| Ilocation Type   | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning   | <b>n Learning Loss Set Aside Expenditure</b><br>ng Loss Set Aside Expenditure  |
| ne Item ID: 497-3-0058<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR VIRTUAL   |   |  |
| Allocation Type<br>Direct Allocation<br>Account Name   | YES - this item is marked for Learning<br>Account Number  |  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>SSER3 AT RISK INSTR VIRTUAL  | YES - this item is marked for Learning<br><u>Account Number</u><br>6122IN0035   | g Loss Set Aside Expenditure Allowable Use   |
| <b>Illocation Type</b><br>Direct Allocation<br><b>Account Name</b><br>SSER3 AT RISK INSTR VIRTUAL<br><b>unction Code</b><br>000 - Instruction  | YES - this item is marked for Learning<br>Account Number<br>6122IN0035<br><b>Object Code</b><br>110 - Regular Certified Salaries  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Illocation Type<br>Direct Allocation<br>Account Name<br>SSER3 AT RISK INSTR VIRTUAL<br>Unction Code<br>000 - Instruction   | YES - this item is marked for Learning<br><u>Account Number</u><br>6122IN0035<br><b>Object Code</b><br>110 - Regular Certified Salaries<br>in the account and how they will addu  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>SSER3 AT RISK INSTR VIRTUAL<br>Aunction Code<br>000 - Instruction<br>Alease describe the expenditures within<br>a retified teachers assigned for math and  | YES - this item is marked for Learning<br><u>Account Number</u><br>6122IN0035<br><b>Object Code</b><br>110 - Regular Certified Salaries<br>in the account and how they will addu  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ress a COVID-19 need   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>SSER3 AT RISK INSTR VIRTUAL<br>Aunction Code<br>000 - Instruction<br>Please describe the expenditures within<br>Certified teachers assigned for math and<br>Budgeted Expenditures in SFY 2021  | YES - this item is marked for Learning<br>Account Number<br>6122IN0035<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addu<br>reading instruction based on specific st  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ress a COVID-19 need   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>SSER3 AT RISK INSTR VIRTUAL<br>Unction Code<br>000 - Instruction<br>Please describe the expenditures within<br>Fertified teachers assigned for math and<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | YES - this item is marked for Learning<br>Account Number<br>6122IN0035<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will adduced<br>reading instruction based on specific st<br>\$0                                      | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ress a COVID-19 need   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>SSER3 AT RISK INSTR VIRTUAL<br>Unction Code<br>000 - Instruction<br>Please describe the expenditures within<br>Fertified teachers assigned for math and<br>Codgeted Expenditures in SFY 2021<br>Codgeted Expenditures in SFY 2022<br>Codgeted Expenditures in SFY 2023                                       | YES - this item is marked for Learning<br>Account Number<br>6122IN0035<br>Object Code<br>110 - Regular Certified Salaries<br>In the account and how they will addu<br>reading instruction based on specific st<br>\$0<br>\$2,700                              | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.<br>ress a COVID-19 need   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>SSER3 AT RISK INSTR VIRTUAL<br>Aunction Code<br>000 - Instruction<br>Please describe the expenditures within<br>Certified teachers assigned for math and<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | YES - this item is marked for Learning<br>Account Number<br>6122IN0035<br>Object Code<br>110 - Regular Certified Salaries<br>In the account and how they will addu<br>reading instruction based on specific st<br>\$0<br>\$52,700<br>\$0                      | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ress a COVID-19 need         tudent data and student remedial needs.                |
| Allocation Type<br>Direct Allocation<br>Account Name<br>SSER3 AT RISK INSTR VIRTUAL<br>Function Code<br>000 - Instruction  | YES - this item is marked for Learning<br>Account Number<br>6122IN0035<br>Object Code<br>110 - Regular Certified Salaries<br>in the account and how they will addu<br>reading instruction based on specific st<br>\$0<br>\$52,700<br>\$0<br>\$0<br>\$0<br>\$0 | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ress a COVID-19 need         tudent data and student remedial needs.         Status |

| Allocation Type  |   | Learning Loss Set Aside Expenditure   |
|--|---|---|
| Direct Allocation  | YES - this item is marked for Learning  | Loss Set Aside Expenditure  |
| Account Name   | Account Number  |   |
| ESSER3 AT RISK INSTR VIRTUAL   | 6122IN0035  |   |
| Function Code  | Object Code   | Allowable Use   |
| 1000 - Instruction   | 220 - Social Security Contributions   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures withi   | in the account and how they will addre  | ess a COVID-19 need   |
| -  | reading instruction based on specific stu   |   |
| Budgeted Expenditures in SFY 2021  | \$0   |   |
| Budgeted Expenditures in SFY 2022  | \$4,032   |   |
| Products of Francisculity and in CEV 2022  | \$0   |   |
| Budgeted Expenditures in SFY 2023  | • •   |   |
| •  | \$0   | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0060<br>Allocation Type   | <u>\$0</u><br>\$4,032   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 497-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$0<br>\$4,032<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$0<br>\$4,032<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR VIRTUAL  | \$0<br>\$4,032<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR VIRTUAL<br>Function Code   | \$0<br>\$4,032<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>6122IN0035   | Approved<br>Learning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure<br>Allowable Use  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR VIRTUAL<br>Function Code<br>1000 - Instruction   | \$0<br>\$4,032<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>6122IN0035<br>Object Code  | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.                      |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR VIRTUAL<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi   | \$0<br>\$4,032<br><b>Is this Item for the 20% Minimuim I</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>6122IN0035<br><b>Object Code</b><br>290 - Other Employee Benefits  | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR VIRTUAL<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Certified teachers assigned for math and   | \$0<br>\$4,032<br><b>Is this Item for the 20% Minimuim I</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>6122IN0035<br><b>Object Code</b><br>290 - Other Employee Benefits<br>in the account and how they will addre  | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR VIRTUAL<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Certified teachers assigned for math and<br>Budgeted Expenditures in SFY 2021                                      | \$0<br>\$4,032<br><b>Is this Item for the 20% Minimuim I</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>6122IN0035<br><b>Object Code</b><br>290 - Other Employee Benefits<br><b>in the account and how they will addre</b><br>reading instruction based on specific stu                  | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR VIRTUAL<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Certified teachers assigned for math and<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$0<br>\$4,032<br><b>Is this Item for the 20% Minimuim I</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>6122IN0035<br><b>Object Code</b><br>290 - Other Employee Benefits<br><b>in the account and how they will addre</b><br>reading instruction based on specific stu                  | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0060<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 AT RISK INSTR VIRTUAL<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi   | \$0<br>\$4,032<br><b>Is this Item for the 20% Minimum I</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>6122IN0035<br><b>Object Code</b><br>290 - Other Employee Benefits<br><b>in the account and how they will addre</b><br>reading instruction based on specific stu<br>\$0<br>\$1,217 | Approved  Learning Loss Set Aside Expenditure Loss Set Aside Expenditure  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ess a COVID-19 need |

| irect Allocation  | YES - this item is marked for I  | Learning Loss Set Aside Expenditure          |
|---|--|--|
| Account Name  | Account Number   |  |
| ESSER3 AT RISK INSTR VIRTUAL  | 6122IN0035   |  |
| Function Code   | Object Code  | Allowable Use                                |
| 1000 - Instruction  | 280 - Health Benefits  | 12 - Addressing learning loss among          |
| 1000 - Instruction  |  | students, including vulnerable populations.  |
| Please describe the expenditures with   | in the account and how they w  | populations.                                 |
| Please describe the expenditures with   | in the account and how they w  | populations.<br>vill address a COVID-19 need |
| <b>Please describe the expenditures with</b><br>Certified teachers assigned for math and  | in the account and how they w<br>reading instruction based on sp                   | populations.<br>vill address a COVID-19 need |
| Please describe the expenditures with<br>Certified teachers assigned for math and<br>Budgeted Expenditures in SFY 2021                                      | in the account and how they w<br>reading instruction based on sp<br>\$0            | populations.<br>vill address a COVID-19 need |
| Please describe the expenditures with<br>Certified teachers assigned for math and<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | in the account and how they w<br>reading instruction based on sp<br>\$0<br>\$7,051 | populations.<br>vill address a COVID-19 need |

| Direct Allocation  | YES - this item is marked for Learnir   | ng Loss Set Aside Expenditure                          |
|--|---|--|
| Account Name   | Account Number  |  |
| ESSER3 STUD SUPP SEL   | 6122SS1300  |  |
| ESSERS STUD SUPP SEL   | 6122331300  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2100 - Support Services (Students)   | 110 - Regular Certified Salaries  | 12 - Addressing learning loss among                    |
|  |   | students, including vulnerable populations.            |
| Please describe the expenditures within  | n the account and how they will add   | lress a COVID-19 need                                  |
|  | udent services department, providing  | comprehensive support through evidenced-               |
| ••   | udent services department, providing  | comprehensive support through evidenced-               |
| partnership with special education and st<br>based practices to address the needs of a   | udent services department, providing all students, including students with dis  | comprehensive support through evidenced-               |
| partnership with special education and st<br>based practices to address the needs of a<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | udent services department, providing o<br>Il students, including students with dis<br>\$0                                   | comprehensive support through evidenced-               |
| partnership with special education and st<br>based practices to address the needs of a<br>Budgeted Expenditures in SFY 2021  | udent services department, providing o<br>Ill students, including students with dis<br>\$0<br>\$158,100                     | comprehensive support through evidenced-               |
| partnership with special education and st<br>based practices to address the needs of a<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | udent services department, providing o<br>Ill students, including students with dis<br>\$0<br>\$158,100<br>\$0              | comprehensive support through evidenced-<br>abilities. |
| partnership with special education and st<br>based practices to address the needs of a<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | udent services department, providing o<br>Il students, including students with dis<br>\$0<br>\$158,100<br>\$0<br><u>\$0</u> | comprehensive support through evidenced-<br>abilities. |

| Allocation Type                           | <u>Is this Item for the 20% Minimuim</u>   | Learning Loss Set Aside Expenditure   |
|---|--|---|
| Direct Allocation                         | YES - this item is marked for Learning   | g Loss Set Aside Expenditure  |
| Account Name                              | Account Number   |   |
| ESSER3 STUD SUPP SEL                      | 6122SS1300   |   |
| Function Code                             | Object Code  | Allowable Use   |
| 2100 - Support Services (Students)        | 220 - Social Security Contributions  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Please describe the expenditures withi    | in the account and how they will addr  | ress a COVID-19 need  |
| based practices to address the needs of a | tudent services department, providing ca<br>all students, including students with disa | omprehensive support through evidenced-   |
| Budgeted Expenditures in SFY 2021         | \$0  |   |
| Budgeted Expenditures in SFY 2022         | \$12,096   |   |
| Budgeted Expenditures in SFY 2023         | \$0  |   |
| Budgeted Expenditures in SFY 2024         | \$0  | <u>Status</u>   |
| Total Expenditures                        | \$12,096   | Approved  |
| ine Item ID: 497-3-0064                   |  |   |
| Allocation Type                           | Is this Item for the 20% Minimuim  | Learning Loss Set Aside Expenditure   |
| Direct Allocation                         | YES - this item is marked for Learning   | g Loss Set Aside Expenditure  |
| Account Name                              | Account Number   |   |
| ESSER3 STUD SUPP SEL                      | 6122SS1300   |   |
| Function Code                             | Object Code  | Allowable Use   |
| 2100 - Support Services (Students)        | 290 - Other Employee Benefits  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Please describe the expenditures withi    | in the account and how they will addr  | ress a COVID-19 need  |
| Provide support for social and emotional  | growth of students. Actvities include m<br>tudent services department, providing c     | nental health support for students in<br>omprehensive support through evidenced-      |

| Budgeted Expenditures in SFY 2021 | \$0     |               |
|-----------------------------------|---------|---------------|
| Budgeted Expenditures in SFY 2022 | \$3,651 |               |
| Budgeted Expenditures in SFY 2023 | \$0     |               |
| Budgeted Expenditures in SFY 2024 | \$0     | <u>Status</u> |
| Total Expenditures                | \$3,651 | Approved      |
|                                   |         |               |

| Allocation Type                               | <u>Is this Item for the 20% Mir</u>                                   | iimuim Learning Loss Set Aside Expenditure   |
|---|---|--|
| Direct Allocation                             | YES - this item is marked for I                                       | earning Loss Set Aside Expenditure   |
| Account Name                                  | Account Number  |  |
| ESSER3 STUD SUPP SEL                          | 6122SS1300  |  |
| Function Code                                 | Object Code   | Allowable Use  |
| 2100 - Support Services (Students)            | 280 - Health Benefits   | 12 - Addressing learning loss among  |
|   |   | students, including vulnerable<br>populations.   |
|   | al growth of students. Actvities in student services department, prov | clude mental health support for students in<br>riding comprehensive support through evidenced- |
| Budgeted Expenditures in SFY 2021             | \$0   |  |
| Budgeted Expenditures in SFY 2022             | \$21,153  |  |
| Deadlars to d. Frances difference in CEV 2022 | ¢o  |  |

| Budgeted Expenditures in SFY 2023 | \$0      |               |  |
|-----------------------------------|----------|---------------|--|
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |  |
| Total Expenditures                | \$21,153 | Approved      |  |
|                                   |          |               |  |
| Line Item ID: 497-3-0066          |          |               |  |

| Allocation Type<br>Direct Allocation             | Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning | Learning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure                     |
|--|---|---|
| Account Name<br>ESSER3 INSTR SUPP SEL            | Account Number<br>6122IS1300  |   |
| Function Code                                    | Object Code   | Allowable Use   |
| 2200 - Support Services (Instructional<br>Staff) | 110 - Regular Certified Salaries  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

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

Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$158,100 |
| Budgeted Expenditures in SFY 2023 | \$0       |
| Budgeted Expenditures in SFY 2024 | \$0       |
| Total Expenditures                | \$158,100 |

<u>Status</u> Approved

#### Line Item Comment from KSDE

Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. More than 36% of students were identified as at-risk socially and emotionally based on data in our Student Risk Screening Scale -Internalizing and externalizing (SRSS-IE), discipline incidents, and attendance. When we examine certain populations (socioeconomic status, race/ethnicity, special education, and English language learners), we have determined that 12.8% of our student population have multiple factors that increase risk to negative outcomes due to the pandemic. When looking at individual schools, we see impacts to at-risk populations as high as 76.1%. Per narrative regarding evidence based intervention use of reserve funds, Social and Emotional Student Support facilitators. Per applicant, Through collaboration with instructional teachers these staff members will support identified students that are at risk due to social and emotional factors leading to and resulting in learning loss. They will develop strategies with the instructional teachers to best address these students that are at risk. In addition, they will support instructional teachers that are struggling with their own social and emotional concerns by providing coping strategies that can be used by the teacher in the classroom.

Line Item ID: 497-3-0067

| Allocation Type   | Is this Item for the 20% Minimuim L   | •  |
|---|---|--|
| Direct Allocation   | YES - this item is marked for Learning  | Loss set Asiae Expenditure   |
| Account Name  | Account Number  |  |
| ESSER3 INSTR SUPP SEL   | 6122IS1300  |  |
| Function Code   | Object Code   | Allowable Use  |
| 2200 - Support Services (Instructional<br>Staff)  | 220 - Social Security Contributions   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures with   | in the account and how they will addres   | ss a COVID-19 need   |
| Provide certified staff to support teacher  | s' awareness of their own social and emot<br>ng job-embedded professional developm  | ional health, and support social and   |
| Budgeted Expenditures in SFY 2021   | \$O   |  |
| Budgeted Expenditures in SFY 2022   | \$12,096  |  |
| Budgeted Expenditures in SFY 2023   | \$O   |  |
|   | <b>*</b> 2  | Status   |
| Budgeted Expenditures in SFY 2024   | \$0   | Status   |
| Total Expenditures ne Item ID: 497-3-0068 Allocation Type   | \$12,096  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0068<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$12,096  | Approved   |
| Total Expenditures ne Item ID: 497-3-0068 Allocation Type Direct Allocation   | \$12,096<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning   | Approved   |
| Total Expenditures ne Item ID: 497-3-0068 Allocation Type Direct Allocation Account Name ESSER3 INSTR SUPP SEL  | \$12,096<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number   | Approved   |
| Total Expenditures ne Item ID: 497-3-0068 Allocation Type Direct Allocation Account Name  | \$12,096<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>6122IS1300   | Approved<br>earning Loss Set Aside Expenditure<br>Loss Set Aside Expenditure   |
| Total Expenditures ne Item ID: 497-3-0068 Allocation Type Direct Allocation Account Name ESSER3 INSTR SUPP SEL Function Code 2200 - Support Services (Instructional Staff)  | \$12,096<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>6122IS1300<br>Object Code  | Approved  Approved  Approved  Approved  Allowable Use  12 - Addressing learning loss among students, including vulnerable populations.   |
| Total Expenditures ne Item ID: 497-3-0068 Allocation Type Direct Allocation Account Name ESSER3 INSTR SUPP SEL Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures withi Provide certified staff to support teacher  | \$12,096<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>6122IS1300<br>Object Code<br>290 - Other Employee Benefits   | Approved  Approved  Approved  Approved  Aniovable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ss a COVID-19 need  ional health, and support social and |
| Total Expenditures ne Item ID: 497-3-0068 Allocation Type Direct Allocation Account Name ESSER3 INSTR SUPP SEL Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures withi Provide certified staff to support teacher emotional growth of students by providi  | \$12,096<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>6122IS1300<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address<br>s' awareness of their own social and emot  | Approved  Approved  Approved  Approved  Aniovable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ss a COVID-19 need  ional health, and support social and |
| Total Expenditures Total Expenditures ne Item ID: 497-3-0068 Allocation Type Direct Allocation Account Name ESSER3 INSTR SUPP SEL Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures withi Provide certified staff to support teacher emotional growth of students by providi Budgeted Expenditures in SFY 2021                                   | \$12,096<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>6122IS1300<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address<br>s' awareness of their own social and emot<br>ng job-embedded professional developm   | Approved  Approved  Approved  Approved  Aniovable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ss a COVID-19 need  ional health, and support social and |
| Total Expenditures Total Expenditures ne Item ID: 497-3-0068 Allocation Type Direct Allocation Account Name ESSER3 INSTR SUPP SEL Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures withi Provide certified staff to support teacher   | \$12,096<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning I<br>Account Number<br>6122IS1300<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will address<br>is awareness of their own social and emotion<br>go - embedded professional developments                                      | Approved  Approved  Approved  Approved  Aniovable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ss a COVID-19 need  ional health, and support social and |
| Total Expenditures Total Expenditures ne Item ID: 497-3-0068 Allocation Type Direct Allocation Account Name ESSER3 INSTR SUPP SEL Function Code 2200 - Support Services (Instructional Staff) Please describe the expenditures withi Provide certified staff to support teacher emotional growth of students by providi Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$12,096<br><b>Is this Item for the 20% Minimuim L</b><br>YES - this item is marked for Learning I<br><b>Account Number</b><br>6122IS1300<br><b>Object Code</b><br>290 - Other Employee Benefits<br><b>in the account and how they will addres</b><br>s' awareness of their own social and emoting job-embedded professional developm<br>\$0<br>\$3,651 | Approved  Approved  Approved  Approved  Aniovable Use  12 - Addressing learning loss among students, including vulnerable populations.  Ss a COVID-19 need  ional health, and support social and |

| Allocation Type  | is this item for the 20% Min  | nimuim Learning Loss Set Aside Expenditure   |
|--|---|--|
| Direct Allocation  | YES - this item is marked for   | Learning Loss Set Aside Expenditure  |
| Account Name   | Account Number  |  |
| ESSER3 INSTR SUPP SEL  | 6122IS1300  |  |
| Function Code  | Object Code   | Allowable Use  |
| 2200 Support Somicos (Instructional  | 280 - Health Benefits   | 12 - Addressing learning loss among  |
| 2200 - Support Services (Instructional   |   |  |
| Staff)   | in the account and how they w   | students, including vulnerable<br>populations.   |
| Staff) Please describe the expenditures with   | rs' awareness of their own social a   | populations.<br>vill address a COVID-19 need<br>and emotional health, and support social and |
| Staff)<br>Please describe the expenditures with<br>Provide certified staff to support teache<br>emotional growth of students by provid   | rs' awareness of their own social a   | populations.<br>vill address a COVID-19 need<br>and emotional health, and support social and |
| Staff) Please describe the expenditures with Provide certified staff to support teache   | rs' awareness of their own social a ing job-embedded professional                       | populations.<br>vill address a COVID-19 need<br>and emotional health, and support social and |
| Staff)<br>Please describe the expenditures with<br>Provide certified staff to support teache<br>emotional growth of students by provid<br>Budgeted Expenditures in SFY 2021                                      | rs' awareness of their own social a<br>ing job-embedded professional<br>\$0             | populations.<br>vill address a COVID-19 need<br>and emotional health, and support social and |
| Staff)<br>Please describe the expenditures with<br>Provide certified staff to support teache<br>emotional growth of students by provid<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | rs' awareness of their own social a<br>ing job-embedded professional<br>\$0<br>\$21,153 | populations.<br>vill address a COVID-19 need<br>and emotional health, and support social and |

| Allocation Type  | Is this Item for the 20% Minimuim   | Learning Loss Set Aside Expenditure   |
|--|---|---|
| Direct Allocation  | YES - this item is marked for Learning  | g Loss Set Aside Expenditure  |
| Account Name   | Account Number  |   |
| ESSER3 STF TRNG ELEM   | 6122ST7000  |   |
| Function Code  | Object Code   | Allowable Use   |
| 2213 - Instructional Staff Training<br>Services  | 110 - Regular Certified Salaries  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Please describe the expenditures with  | in the account and how they will add  | ress a COVID-19 need  |
| Provide stipends for teachers to complet   | e LETRS training provided by KSDE; 50   | hours online and 24 hours in person   |
| Budgeted Expenditures in SFY 2021  | \$0   |   |
| Budgeted Expenditures in SFY 2022  | \$233,102   |   |
| Budgeted Expenditures in SFY 2023  | \$0   |   |
| Budgeted Expenditures in SFY 2024  | \$0   | <u>Status</u>   |
| Total Expenditures   | \$233,102   | Approved  |
| Line Item Comment from KSDE  |   |   |
| Per narrative, USD 497 compiled data fro<br>social and emotional, and demographics<br>COVID-19. Academic data from district c<br>and academic screenings indicated that<br>academically at-risk due to the impact of | , to determine the impacts of<br>ommon assessments, grades,<br>48.21% of students are |   |
| Line Item ID: 497-3-0071   |   |   |

| Allocation Type   | <u>is this item for the 20% Minimum L</u>   | Learning Loss Set Aside Expenditure   |
|---|---|---|
| Direct Allocation   | YES - this item is marked for Learning  | Loss Set Aside Expenditure  |
| Account Name  | Account Number  |   |
| ESSER3 STF TRNG ELEM  | 6122ST7000  |   |
| Function Code   | Object Code   | Allowable Use   |
| 2213 - Instructional Staff Training<br>Services   | 220 - Social Security Contributions   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures with   | in the account and how they will addre  | ess a COVID-19 need   |
| Provide stipends for teachers to complet  | e LETRS training provided by KSDE; 50 h   | ours online and 24 hours in person  |
| Budgeted Expenditures in SFY 2021   | \$0   |   |
| Budgeted Expenditures in SFY 2022   | \$17,832  |   |
|   | \$0   |   |
| Budgeted Expenditures in SFY 2023   |   |   |
| <b>5</b>  | \$0   | <u>Status</u>   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0072<br>Allocation Type  | \$17,832  | Approved  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Ine Item ID: 497-3-0072<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$17,832  | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0072<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$17,832<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0072<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 STF TRNG ELEM   | \$17,832<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number   | Approved  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0072<br>Allocation Type<br>Direct Allocation   | \$17,832<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>6122ST7000   | Approved Learning Loss Set Aside Expenditure Loss Set Aside Expenditure Allowable Use   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0072<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 STF TRNG ELEM<br>Function Code<br>2213 - Instructional Staff Training<br>Services   | \$17,832<br>Is this Item for the 20% Minimuim I<br>YES - this item is marked for Learning<br>Account Number<br>6122ST7000<br>Object Code  | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.                             |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0072<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 STF TRNG ELEM<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures withi   | \$17,832<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>6122ST7000<br>Object Code<br>290 - Other Employee Benefits   | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0072<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 STF TRNG ELEM<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures withi<br>Provide stipends for teachers to complet   | \$17,832<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>6122ST7000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addre   | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0072<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 STF TRNG ELEM<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures withi<br>Provide stipends for teachers to complet<br>Budgeted Expenditures in SFY 2021                                      | \$17,832<br>Is this Item for the 20% Minimuim L<br>YES - this item is marked for Learning<br>Account Number<br>6122ST7000<br>Object Code<br>290 - Other Employee Benefits<br>in the account and how they will addre<br>e LETRS training provided by KSDE; 50 ho   | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0072<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 STF TRNG ELEM<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures withi<br>Provide stipends for teachers to complet<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$17,832<br><b>Is this Item for the 20% Minimuim L</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>6122ST7000<br><b>Object Code</b><br>290 - Other Employee Benefits<br><b>in the account and how they will addre</b><br>e LETRS training provided by KSDE; 50 ho<br>\$0            | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 497-3-0072<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 STF TRNG ELEM<br>Function Code<br>2213 - Instructional Staff Training<br>Services<br>Please describe the expenditures withi   | \$17,832<br><b>Is this Item for the 20% Minimuim L</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>6122ST7000<br><b>Object Code</b><br>290 - Other Employee Benefits<br><b>in the account and how they will addre</b><br>e LETRS training provided by KSDE; 50 ho<br>\$0<br>\$1,397 | Approved         Learning Loss Set Aside Expenditure         Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |   |  |  |  |
|--|--|---|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure   |   |  |  |  |
| Account Name   | Account Number   |   |  |  |  |
| ESSER3IN4000   | ESSER3 INS ECH/DAYCARE   |   |  |  |  |
| Function Code  | Object Code  | Allowable Use   |  |  |  |
| 1000 - Instruction   | 610 - General Supplies and Materials   | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  |  |  |  |
| Please describe the expenditures with  | in the account and how they will address   | s a COVID-19 need   |  |  |  |
| Supplies for new childcare service for cla   | ssified staff families   |   |  |  |  |
| Budgeted Expenditures in SFY 2021  | \$0  |   |  |  |  |
| Budgeted Expenditures in SFY 2022  | \$3,333  |   |  |  |  |
| Budgeted Expenditures in SFY 2023  | \$3,333  |   |  |  |  |
| Budgeted Expenditures in SFY 2024  | \$3,334  | <u>Status</u>   |  |  |  |
| Total Expenditures   | \$10,000   | Approved  |  |  |  |
|  |  |   |  |  |  |
| Line Item Comment from KSDF  |  |   |  |  |  |
| Line Item Comment from KSDE See Row 70   |  |   |  |  |  |
| See Row 70   |  |   |  |  |  |
| See Row 70<br>ine Item ID: 497-3-0079  |  |   |  |  |  |
| See Row 70<br>ine Item ID: 497-3-0079<br>Allocation Type   | Is this Item for the 20% Minimuim Le   | •   |  |  |  |
| See Row 70<br>ine Item ID: 497-3-0079  | Is this Item for the 20% Minimuim Le<br>NO - this item is not marked for Learnin   | •   |  |  |  |
| See Row 70<br>ine Item ID: 497-3-0079<br>Allocation Type   |  | •   |  |  |  |
| See Row 70<br>ine Item ID: 497-3-0079<br>Allocation Type<br>Direct Allocation  | NO - this item is not marked for Learnir   | •   |  |  |  |
| See Row 70<br>ine Item ID: 497-3-0079<br>Allocation Type<br>Direct Allocation<br>Account Name  | NO - this item is not marked for Learnir<br><u>Account Number</u>  | •   |  |  |  |
| See Row 70<br>Line Item ID: 497-3-0079<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INS ECH/DAYCARE   | NO - this item is not marked for Learnir<br><u>Account Number</u><br>6122IN4400  | ng Loss Set Aside Expenditure   |  |  |  |
| See Row 70<br>ine Item ID: 497-3-0079<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INS ECH/DAYCARE<br>Function Code<br>1000 - Instruction   | NO - this item is not marked for Learnir<br><u>Account Number</u><br>6122IN4400<br><b>Object Code</b>  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                           |  |  |  |
| See Row 70<br>ine Item ID: 497-3-0079<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INS ECH/DAYCARE<br>Function Code<br>1000 - Instruction   | NO - this item is not marked for Learnin<br>Account Number<br>6122IN4400<br>Object Code<br>730 - Equipment<br>in the account and how they will address   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                           |  |  |  |
| See Row 70<br>ine Item ID: 497-3-0079<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INS ECH/DAYCARE<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with  | NO - this item is not marked for Learnin<br>Account Number<br>6122IN4400<br>Object Code<br>730 - Equipment<br>in the account and how they will address   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                           |  |  |  |
| See Row 70<br>ine Item ID: 497-3-0079<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INS ECH/DAYCARE<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Equipment for new childcare service for   | NO - this item is not marked for Learnin<br>Account Number<br>6122IN4400<br>Object Code<br>730 - Equipment<br>in the account and how they will address<br>classified staff families  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                           |  |  |  |
| See Row 70<br>ine Item ID: 497-3-0079<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INS ECH/DAYCARE<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Equipment for new childcare service for<br>Budgeted Expenditures in SFY 2021  | NO - this item is not marked for Learnin<br>Account Number<br>6122IN4400<br>Object Code<br>730 - Equipment<br>in the account and how they will address<br>classified staff families<br>\$0                                     | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                           |  |  |  |
| See Row 70<br>ine Item ID: 497-3-0079<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INS ECH/DAYCARE<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Equipment for new childcare service for<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | NO - this item is not marked for Learnin<br>Account Number<br>6122IN4400<br>Object Code<br>730 - Equipment<br>in the account and how they will address<br>classified staff families<br>\$0<br>\$15,000                         | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                           |  |  |  |
| See Row 70<br>ine Item ID: 497-3-0079<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INS ECH/DAYCARE<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Equipment for new childcare service for<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | NO - this item is not marked for Learnin<br>Account Number<br>6122IN4400<br>Object Code<br>730 - Equipment<br>in the account and how they will address<br>classified staff families<br>\$0<br>\$15,000<br>\$15,000             | Allowable Use          16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         s a COVID-19 need |  |  |  |
| See Row 70<br>ine Item ID: 497-3-0079<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER3 INS ECH/DAYCARE<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Equipment for new childcare service for<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | NO - this item is not marked for Learnin<br>Account Number<br>6122IN4400<br>Object Code<br>730 - Equipment<br>in the account and how they will address<br>classified staff families<br>\$0<br>\$15,000<br>\$15,000<br>\$15,000 | Allowable Use          16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         s a COVID-19 need |  |  |  |

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |  |
|---|---|---|--|--|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |  |  |
| Account Name  | Account Number  |   |  |  |
| ESSER3 INS ECH/DAYCARE  | 6122IN4000  |   |  |  |
| Function Code   | Object Code   | Allowable Use   |  |  |
| 1000 - Instruction  | 733 - Furniture and Fixtures  | 16 - Other activities necessary to maintain LEA operations and services |  |  |
| Please describe the expenditures with<br>Furniture for new childcare service for cla  | assified staff families   | and employ existing LEA staff.  |  |  |
| Furniture for new childcare service for cla   |   |   |  |  |
| Furniture for new childcare service for cla<br>Budgeted Expenditures in SFY 2021  | assified staff families   |   |  |  |
| Furniture for new childcare service for cla<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | assified staff families<br>\$0  |   |  |  |
| •   | assified staff families<br>\$0<br>\$15,000                            |   |  |  |
| Furniture for new childcare service for cla<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | assified staff families<br>\$0<br>\$15,000<br>\$15,000                | dress a COVID-19 need   |  |  |
| Furniture for new childcare service for cla<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | assified staff families<br>\$0<br>\$15,000<br>\$15,000<br>\$15,000    | dress a COVID-19 need   |  |  |

| Allocation Type  | Is this Item for the 20% Minim  | nuim Learning Loss Set Aside Expenditure |  |
|--|---|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name   | Account Number  |  |  |
| ESSER3 INSTR TECH  | 6122IT0000  |  |  |
| Function Code  | Object Code   | Allowable Use                            |  |
| 1000 - Instruction   | 530 - Communications       9 - Purchasing educational tech<br>(including hardware, software, a<br>connectivity) for the LEA's stude |  |  |
| Please describe the expenditures with<br>Provide internet/communications service   | -   | address a COVID-19 need                  |  |
|  |   |  |  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |  |
| Budgeted Expenditures in SFY 2022  | \$17,250  |  |  |
| Budgeted Expenditures in SFY 2023  | \$17,250  |  |  |
| Budgeted Expenditures in SFY 2024  | \$17,250  | <u>Status</u>                            |  |
| Total Expenditures   | \$51,750  | Approved                                 |  |
| Line Item Comment from KSDE  |   |  |  |
| Per applicant, Hotspots are provided to s<br>internet in the home. COVID impacted m<br>considered unessential (i.e., internet) wer<br>housing and hotels/shelters do not provi<br>plans are only for the months that schoo | any families' incomes and bills<br>e cut; some families have lost<br>de internet access. Hot spot                                   |  |  |
| Line Item ID: 497-3-0082   |   |  |  |

| Allocation Type  | <u>Is this Item for the 20% Min</u>  | imuim Learning Loss Set Aside Expenditure  |  |
|--|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |  |
| Account Name   | Account Number   |  |  |
| ESSER3 ADMIN TECH  | 6122AT0000   |  |  |
| Function Code  | Object Code  | Allowable Use  |  |
| 2590 - Central Services  | 444 - Software Services  | 3 - Providing principals and other school leaders with resources to address individual school needs. |  |
| Please describe the expenditures with  | nin the account and how they wi  | ll address a COVID-19 need   |  |
| SIS add-on to help teachers and admini   | strators identify at risk students ar  | nd assist in planning for future enrollments   |  |
| Budgeted Expenditures in SFY 2021  | \$0  |  |  |
| Budgeted Expenditures in SFY 2022  | \$64,000   |  |  |
| Budgeted Expenditures in SFY 2023  | \$64,000   |  |  |
| Budgeted Expenditures in SFY 2024  | \$64,000   | <u>Status</u>  |  |
| Total Expenditures   | \$192,000  | Approved   |  |
| Line Item Comment from KSDE<br>Per narrative, USD 497 compiled data fr<br>social and emotional, and demographic<br>COVID-19. Academic data from district<br>and academic screenings indicated that<br>academically at-risk due to the impact of<br>of students were identified as at-risk so<br>data in our Student Risk Screening Scale | s, to determine the impacts of<br>common assessments, grades,<br>48.21% of students are<br>of the pandemic. More than 36%<br>cially and emotionally based on |  |  |

| Allocation Type   | <u>Is this Item for the 20% Min</u>   | <u>imuim Learning Loss Set Aside Expenditure</u>   |  |  |  |
|---|---|--|--|--|--|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |  |  |
| Account Name  | Account Number  |  |  |  |  |
| ESSER3 OPER & MAINT   | 6122OM0000  |  |  |  |  |
| Function Code   | Object Code   | Allowable Use  |  |  |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation)  | 350 - Technical Services  | 14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air<br>quality in school facilities.   |  |  |  |
| Please describe the expenditures withi  | in the account and how they w   | ill address a COVID-19 need  |  |  |  |
| Contract an evaluation of HVAC systems  | -   |  |  |  |  |
| Budgeted Expenditures in SFY 2021   | \$0   |  |  |  |  |
| Budgeted Expenditures in SFY 2022   | \$71,500  |  |  |  |  |
| Budgeted Expenditures in SFY 2023   | \$0   |  |  |  |  |
| Budgeted Expenditures in SFY 2024   | \$0   | <u>Status</u>  |  |  |  |
|   |   |  |  |  |  |
| ne Item ID: 497-3-0089<br>Allocation Type   |   | Approved<br>imuim Learning Loss Set Aside Expenditure<br>for Learning Loss Set Aside Expenditure   |  |  |  |
| ne Item ID: 497-3-0089<br>Allocation Type<br>Direct Allocation<br>Account Name  | Is this Item for the 20% Min  |  |  |  |  |
| ne Item ID: 497-3-0089<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Instruction  | <u>Is this Item for the 20% Min</u><br>NO - this item is not marked<br><u>Account Number</u>  | imuim Learning Loss Set Aside Expenditure  |  |  |  |
| Total Expenditures Total Expenditures The Item ID: 497-3-0089  Allocation Type Direct Allocation  Account Name ESSERIII Instruction  Function Code 1000 - Instruction   | <u>Is this Item for the 20% Min</u><br>NO - this item is not marked<br><u>Account Number</u><br>6122IN1300  | imuim Learning Loss Set Aside Expenditure<br>for Learning Loss Set Aside Expenditure<br>Allowable Use<br>10 - Providing mental health services   |  |  |  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Instruction<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi   | Is this Item for the 20% Min<br>NO - this item is not marked<br>Account Number<br>6122IN1300<br>Object Code<br>659 - Other  | imuim Learning Loss Set Aside Expenditure<br>for Learning Loss Set Aside Expenditure<br>Allowable Use<br>10 - Providing mental health services<br>and supports.<br>ill address a COVID-19 need                             |  |  |  |
| The Item ID: 497-3-0089<br>Allocation Type<br>Direct Allocation<br>Account Name<br>CSSERIII Instruction<br>Function Code<br>000 - Instruction<br>Please describe the expenditures withi   | Is this Item for the 20% Min<br>NO - this item is not marked<br>Account Number<br>6122IN1300<br>Object Code<br>659 - Other  | imuim Learning Loss Set Aside Expenditure<br>for Learning Loss Set Aside Expenditure<br>Allowable Use<br>10 - Providing mental health services<br>and supports.<br>ill address a COVID-19 need                             |  |  |  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Instruction<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>Provide social emotional curriculum for g   | Is this Item for the 20% Min<br>NO - this item is not marked<br>Account Number<br>6122IN1300<br>Object Code<br>659 - Other  | imuim Learning Loss Set Aside Expenditure<br>for Learning Loss Set Aside Expenditure<br>Allowable Use<br>10 - Providing mental health services<br>and supports.<br>ill address a COVID-19 need                             |  |  |  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Instruction<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withit<br>Provide social emotional curriculum for g<br>Budgeted Expenditures in SFY 2021  | Is this Item for the 20% Min<br>NO - this item is not marked<br>Account Number<br>6122IN1300<br>Object Code<br>659 - Other<br>in the account and how they w<br>grades K-12 to support student's                                   | imuim Learning Loss Set Aside Expenditure<br>for Learning Loss Set Aside Expenditure<br>Allowable Use<br>10 - Providing mental health services<br>and supports.<br>ill address a COVID-19 need                             |  |  |  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Instruction<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withit<br>Provide social emotional curriculum for g<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | Is this Item for the 20% Min<br>NO - this item is not marked<br>Account Number<br>6122IN1300<br>Object Code<br>659 - Other<br>in the account and how they w<br>grades K-12 to support student's<br>\$0                            | imuim Learning Loss Set Aside Expenditure<br>for Learning Loss Set Aside Expenditure<br>Allowable Use<br>10 - Providing mental health services<br>and supports.<br>ill address a COVID-19 need                             |  |  |  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Instruction<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withit<br>Provide social emotional curriculum for g<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | Is this Item for the 20% Min<br>NO - this item is not marked<br>Account Number<br>6122IN1300<br>Object Code<br>659 - Other<br>in the account and how they w<br>grades K-12 to support student's<br>\$0<br>\$0<br>\$0              | imuim Learning Loss Set Aside Expenditure<br>for Learning Loss Set Aside Expenditure<br>Allowable Use<br>10 - Providing mental health services<br>and supports.<br>ill address a COVID-19 need                             |  |  |  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Instruction<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>Provide social emotional curriculum for g<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023 | Is this Item for the 20% Min<br>NO - this item is not marked<br>Account Number<br>6122IN1300<br>Object Code<br>659 - Other<br>in the account and how they w<br>grades K-12 to support student's<br>\$0<br>\$0<br>\$0<br>\$272,260 | imuim Learning Loss Set Aside Expenditure<br>for Learning Loss Set Aside Expenditure<br>Allowable Use<br>10 - Providing mental health services<br>and supports.<br>ill address a COVID-19 need<br>social emotional health. |  |  |  |
| ne Item ID: 497-3-0089<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Instruction<br>Function Code   | Is this Item for the 20% Min<br>NO - this item is not marked<br>Account Number<br>6122IN1300<br>Object Code<br>659 - Other<br>in the account and how they w<br>grades K-12 to support student's<br>\$0<br>\$0<br>\$272,260<br>\$0 | imuim Learning Loss Set Aside Expenditure<br>for Learning Loss Set Aside Expenditure<br>Allowable Use<br>10 - Providing mental health services<br>and supports.<br>ill address a COVID-19 need<br>social emotional health. |  |  |  |

| Allocation Type   | Is this Item for the 20% Minimuim Lea   | arning Loss Set Aside Expenditure   |
|---|---|---|
| Direct Allocation   | NO - this item is not marked for Learnin  | g Loss Set Aside Expenditure  |
| Account Name  | Account Number  |   |
| ESSERIII Academic Assessment  | 6122AS0000  |   |
| Function Code   | Object Code   | Allowable Use   |
| 2240 -  | 653 - Software  | 1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965.   |
| Please describe the expenditures withi  | n the account and how they will address   | a COVID-19 need   |
| Panorama family engagement survey to p  | provide feedback for program developmen   | t. Three year agreement.  |
| Budgeted Expenditures in SFY 2021   | \$O   |   |
| Budgeted Expenditures in SFY 2022   | \$0   |   |
| Budgeted Expenditures in SFY 2023   | \$52,900  |   |
| Budgeted Expenditures in SFY 2024   | \$105,800   | <u>Status</u>   |
| Total Expenditures  | \$158,700   | Approved  |
| Line Item Comment from KSDE<br>New Line Item  |   |   |
| Line Item Comment from KSDE<br>New Line Item<br>ine Item ID: 497-3-0091   |   |   |
| New Line Item<br>ine Item ID: 497-3-0091  | Is this Item for the 20% Minimuim Lea   | arning Loss Set Aside Expenditure   |
| New Line Item<br>ine Item ID: 497-3-0091<br>Allocation Type   | <u>Is this Item for the 20% Minimuim Lea</u><br>NO - this item is not marked for Learnin  | •   |
| New Line Item<br>ine Item ID: 497-3-0091<br>Allocation Type<br>Direct Allocation  |   | •   |
| New Line Item<br>ine Item ID: 497-3-0091<br>Allocation Type<br>Direct Allocation  | NO - this item is not marked for Learnin  | •   |
| New Line Item<br>ne Item ID: 497-3-0091<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Academic Assessment   | NO - this item is not marked for Learnin<br>Account Number  | •   |
| New Line Item<br>ne Item ID: 497-3-0091<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Academic Assessment<br>Function Code  | NO - this item is not marked for Learnin<br><u>Account Number</u><br>6122AS0000   | g Loss Set Aside Expenditure  |
| New Line Item<br>ine Item ID: 497-3-0091<br>Allocation Type<br>Direct Allocation<br>Account Name  | NO - this item is not marked for Learnin<br><u>Account Number</u><br>6122AS0000<br><b>Object Code</b>   | g Loss Set Aside Expenditure Allowable Use  |
| New Line Item<br>ne Item ID: 497-3-0091<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Academic Assessment<br>Function Code<br>2240 -  | NO - this item is not marked for Learnin<br><u>Account Number</u><br>6122AS0000<br><b>Object Code</b>   | Allowable Use<br>1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965.  |
| New Line Item<br>ne Item ID: 497-3-0091<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Academic Assessment<br>Function Code<br>2240 -<br>Please describe the expenditures withi  | NO - this item is not marked for Learnin<br><u>Account Number</u><br>6122AS0000<br><u>Object Code</u><br>320 - Professional-Education Services  | Allowable Use<br>1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965.<br>a COVID-19 need   |
| New Line Item<br>ne Item ID: 497-3-0091<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Academic Assessment<br>Function Code<br>2240 -<br>Please describe the expenditures withi<br>Professional development on Panorama to   | NO - this item is not marked for Learnin<br>Account Number<br>6122AS0000<br>Object Code<br>320 - Professional-Education Services<br>in the account and how they will address  | Allowable Use<br>1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965.<br>a COVID-19 need   |
| New Line Item<br>ne Item ID: 497-3-0091<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Academic Assessment<br>Function Code<br>2240 -<br>Please describe the expenditures withi<br>Professional development on Panorama to<br>Budgeted Expenditures in SFY 2021  | NO - this item is not marked for Learnin<br>Account Number<br>6122AS0000<br>Object Code<br>320 - Professional-Education Services<br>in the account and how they will address<br>family engagement survey. Three year agree  | Allowable Use<br>1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965.<br>a COVID-19 need   |
| New Line Item<br>ne Item ID: 497-3-0091<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Academic Assessment<br>Function Code<br>2240 -<br>Please describe the expenditures withi<br>Professional development on Panorama to<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                       | NO - this item is not marked for Learnin<br>Account Number<br>6122AS0000<br>Object Code<br>320 - Professional-Education Services<br>in the account and how they will address<br>family engagement survey. Three year agree<br>\$0                                 | Allowable Use<br>1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965.<br>a COVID-19 need   |
| New Line Item<br>ne Item ID: 497-3-0091<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Academic Assessment<br>Function Code<br>2240 -<br>Please describe the expenditures withi<br>Professional development on Panorama for<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | NO - this item is not marked for Learnin<br>Account Number<br>6122AS0000<br>Object Code<br>320 - Professional-Education Services<br>in the account and how they will address<br>family engagement survey. Three year agree<br>\$0<br>\$0<br>\$0                   | Allowable Use<br>1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965.<br>a COVID-19 need   |
| New Line Item<br>ine Item ID: 497-3-0091<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Academic Assessment<br>Function Code<br>2240 -<br>Please describe the expenditures withi<br>Professional development on Panorama f<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023  | NO - this item is not marked for Learnin<br>Account Number<br>6122AS0000<br>Object Code<br>320 - Professional-Education Services<br>an the account and how they will address<br>family engagement survey. Three year agree<br>\$0<br>\$0<br>\$0<br>\$0<br>\$6,000 | Allowable Use<br>1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965.<br>a COVID-19 need<br>eement.  |
| New Line Item<br>ine Item ID: 497-3-0091<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Academic Assessment<br>Function Code<br>2240 -<br>Please describe the expenditures withi<br>Professional development on Panorama f<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023  | NO - this item is not marked for Learnin<br>Account Number<br>6122AS0000<br>Object Code<br>320 - Professional-Education Services<br>in the account and how they will address<br>family engagement survey. Three year agree<br>\$0<br>\$0<br>\$0<br>\$12,000       | Allowable Use Allowable Use Allowable Use Allowable Use Allowable Use Any activity authorized by the Elementary and Secondary Education Act of 1965. Act of 1965. Act of 1965. Act Status |
| New Line Item<br>ine Item ID: 497-3-0091<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSERIII Academic Assessment<br>Function Code<br>2240 -<br>Please describe the expenditures withi<br>Professional development on Panorama f<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | NO - this item is not marked for Learnin<br>Account Number<br>6122AS0000<br>Object Code<br>320 - Professional-Education Services<br>in the account and how they will address<br>family engagement survey. Three year agree<br>\$0<br>\$0<br>\$0<br>\$12,000       | Allowable Use Allowable Use Allowable Use Allowable Use Allowable Use Any activity authorized by the Elementary and Secondary Education Act of 1965. Act of 1965. Act of 1965. Act Status |

| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure                              |   |  |
|---|---|---|--|
| Direct Allocation   | NO - this item is not marked for Learning Loss set Aside Expenditure                              |   |  |
| Account Name  | Account Number  |   |  |
| ESSERIII Central Services   | 6122CS0000  |   |  |
| Function Code   | Object Code   | Allowable Use   |  |
| 2500 - Central Services   | 653 - Software  | 16 - Other activities necessary to  |  |
|   |   | maintain LEA operations and services<br>and employ existing LEA staff.                  |  |
| planning for meeting student needs. This  | y for classified and certified staff ree year agreement.  | <b>rill address a COVID-19 need</b><br>to provide information on employee retention and |  |
| Educator Perceptions and Insights survey<br>planning for meeting student needs. The   | / for classified and certified staff  |   |  |
| Educator Perceptions and Insights survey planning for meeting student needs. The <b>Budgeted Expenditures in SFY 2021</b>   | y for classified and certified staff ree year agreement.  |   |  |
| Educator Perceptions and Insights survey  | y for classified and certified staff<br>ree year agreement.<br>\$0                                |   |  |
| Educator Perceptions and Insights survey<br>planning for meeting student needs. The<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | / for classified and certified staff<br>ree year agreement.<br>\$0<br>\$0                         |   |  |
| Educator Perceptions and Insights survey<br>planning for meeting student needs. The<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | y for classified and certified staff<br>ree year agreement.<br>\$0<br>\$0<br>\$10,000             | to provide information on employee retention and  |  |
| Educator Perceptions and Insights survey<br>planning for meeting student needs. The<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures | y for classified and certified staff<br>ree year agreement.<br>\$0<br>\$0<br>\$10,000<br>\$20,000 | to provide information on employee retention and<br><u> Status</u>                      |  |
| Educator Perceptions and Insights survey<br>planning for meeting student needs. The<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024                       | y for classified and certified staff<br>ree year agreement.<br>\$0<br>\$0<br>\$10,000<br>\$20,000 | to provide information on employee retention and  |  |

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |   |  |  |
|---|---|---|--|--|
| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure   |   |  |  |
| Account Name  | Account Number  |   |  |  |
| ESSERIII Instruction  | 6122IN15##  |   |  |  |
| Function Code   | Object Code Allowable Use   |   |  |  |
| 1000 - Instruction  | 610 - General Supplies and Materials  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |
| Please describe the expenditures with   | in the account and how they will addres   | s a COVID-19 need   |  |  |
| Provide materials for academic intervent  | ionists to assist with addressing learning lo   | SS.   |  |  |
| 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  | <u>Status</u>   |  |  |
| Total Expenditures  | \$20,000  | Approved  |  |  |
| Line Item Comment from KSDE   |   |   |  |  |
| developing reading skills<br>IXL Math, Dreambox Math, Zearn Math -<br>math skills<br>Instruction will be done in small groups | materials that we are considering:<br>ssentials - intervention resources to suppor<br>intervention resources to support students<br>for students who have been identified as ne<br>esources are listed on the Kansas Approved | s who need additional practice developing<br>eeding Tier 2 or 3 instruction due to    |  |  |

Proportion charged to the ESSER grant must be commensurate with the period of the grant.

# **ESSER III APPLICATION FOR D0501**

#### **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>       | Address                           | Mail Address                      |
|-----------------------|-----------------------------------|-----------------------------------|
| Topeka Public Schools | 624 SW 24th, TOPEKA, KS 666111294 | 624 SW 24th, TOPEKA, KS 666111294 |
|                       |                                   |                                   |
| Superintendent Name   | Superintendent E-mail Address     | Superintendent Phone Number       |

# **Authorized Representative of the District Information**

| <u>Name</u>                   | Position of Title | <u>E-mail Address</u>                           | <u>Phone Number</u> |  |
|-------------------------------|-------------------|---|---------------------|--|
| Stacey Kramer                 | Grant Coordinator | skramer@tps501.org                              | (785) 235-7146      |  |
| Other District Representative | <u>1 - Name</u>   | Other District Representative                   | 1 - E-mail Address  |  |
| Gary Menke                    |                   | gmenke@tps501.org                               |                     |  |
| Other District Representative | <u> 2 - Name</u>  | Other District Representative 2 - E-mail Addres |                     |  |
| Billie Wallace                |                   | bwallace@tps501.org                             |                     |  |

# **Plan for Safe Return**

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

https://sites.google.com/tps501.org/2021tpsreopening/home

# **Use of Funds for CDC Guidance**

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

Topeka Public Schools engages in several measures to ensure a safe learning environment during COVID-19. These mitigating measures continue to be very effective as evidenced by the fact that our district remained open the entire 2021-22 school year. The district employs a full time nursing services coordinator who works with district administrators and local health officials to ensure all of our policies and procedures are in compliance with Centers for Disease Control and Prevention (CDC) as well as state and local health department guidance. The district also participates in another grant funded opportunity to ensure that students and staff are able to test for COVID-19 at any time, including during summer school. The district provides PPE and sanitizer for students, staff and band equipment when needed as well.

Our Safe Return to School Plan is regularly updated based on CDC guidance. The last update occurred after the masking recommendations were updated this spring on March 3rd. The Board of Education agreed to use CDC guidelines but reserved the authority to revisit requiring masking and social distancing if outbreaks occur in buildings and when community levels rise. Masking is encouraged at all times, but is not required at this time. Social distancing at all times, including during sports, theater and music activities are especially encouraged during periods when community levels are at medium or high risk.

Topeka Public Schools continues to practice extensive cleaning and sanitization procedures to ensure the buildings are safe for in person learning and administration. Ultraviolet light bulbs and foggers sanitize buildings regularly and the district replaces air filters to ensure air quality is increased. The district added air purification systems in all building HVAC systems as well.

Other mitigation measures are also in place to reduce the spread of COVID-19. When necessary, desks are socially distanced and additional furniture purchased to ensure lunch rooms can safely accommodate students in quarantine can make it safe to unmask for meals. Water bottle fillers replaced drinking fountains which reduces transmission risk.

While many of these mitigating factors have been previously funded, ESSER III funds are also dedicated to ensure sanitization supplies and PPE will remain available as needed.

# **Stakeholder Engagement**

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

#### Students

District leadership met with students during the Superintendent's Council meetings on April 21st and May 5th. Students from each of the high schools gave input into district needs. Lots of single ideas were generated, but clear themes emerged during these face to face conversations. The most pressing needs students noted were to provide mental health support for students. This was closely followed by expressing the need to support special education, EL and other vulnerable students. Other items which garnered multiple suggestionst from students were: more funding for arts and/or theater, providing principals what they need and addressing learning loss.

The district also sent two student surveys to give students a voice in the planning. The secondary survey results from 560 students were very helpful. Students from 11 schools responded, including students from two different alternative schools. The students thought the following top three ideas were most important to address learning loss. Link to secondary student input survey: https://www.surveymonkey.com/results/SM-b3uHPaZtCrMvQKEkDaNXJQ\_3D\_3D/

More time to learn skills and practice in small groups during school 56.15%

Homework assistance 34.86%

More paraprofessionals or other adults in the room 26.61%

The top three ideas for assisting with mental health issues chosen were:

More time to learn about social skills during school 43.76%

| Talking wi | th a small group | of friends and | an adult abou | t issues at school. | 38.73% |
|------------|------------------|----------------|---------------|---------------------|--------|
|            |                  |                |               |                     |        |

Having an adult to talk to at school when you feel sad, mad, frustrated, annoyed or other feelings. 38.73%

Results were similar for elementary students. 628 students from 13 elementary schools responded and told us the following would be most helpful to them. Link to elementary input survey results: https://www.surveymonkey.com/results/SM-FbEiQUnAfeFLsPKHILoI9Q\_3D\_3D/:

More teacher helpers in the room: 43.20%

More time to learn skills and practice in small groups during school : 42.25%

Extra help after school : 25.32%

The top three mental health priorities for them were:

Having an adult to talk to when you feel sad, mad, or other feelings. 41.21%

Talking with a small group of friends and an adult about feelings and making friends. 39.46%

More time to learn about feelings and friendships during school 37.86%

Students in both surveys were invited to share their own ideas as well: Below are sampling of student ideas:

Elementary:

"Go bak to smallr class lik last year"

"Manipulatives"

"take home pakets."

"Una aplicacion divertida para matematicas y lectura y mas aparte de epic y raz kids. (translated: A fun app for math and reading and more apart from epic and raz kids.)"

"Denos mas tiempo." (translated: Give us more time."

"more learning time and review before a test"

Secondary:

"more time to work on assignments and less work"

"Having teachers really pay attention to classes, because i've found that the smaller my classes are, the easier it is for me to ask questions, and understand."

"Breaks or things to help kids keep focused and comfortable. It's pretty hard to learn when you're under large amounts of stress."

"more better explanation like more examples"

All of the comments will be shared with building principals at the beginning of the school year so that they may reflect the comments and results of the survey and encourage their staff to do so as well as they plan lessons.

In addition to these questions, we were also curious about which enrichment activities were most desired. Both secondary and elementary students identified art activities as their favorites. Secondary students identified playing music and learning another language as second and third choices while elementary students would like science experiments and learning a new language to be included in their after school or summer enrichment. These ideas will be shared with the district administration so that they will be incorporated into enrichment activities over the next two years.

Many of the identified items were addressed in the plan: a new Art Curriculum, providing principals with a discretionary budget, homework support, support for vulnerable students in afterschool and summer programs, secondary social emotional curriculum, 29 additional mental health support persons, learning loss paraprofessional positions and funding for more teaching staff to reduce class size

After the plan was created, a simple version of our plan was shared with students. 61% of the students who responded thought the plan was excellent. One student stated "I think you all have it down, the thing I support the most is the paying teachers more, they deserve it.

#### Families

Family input for ESSER III was sought through surveys and in person conversations. All stakeholders, including parents weresurveyed. The survey was available in both English and Spanish. Link to stakeholder survey results:https://www.surveymonkey.com/results/SM-GwoHw3WCnUq6yhFDiXJJvg\_3D\_3D/325 parents responded to our survey. Many parents also told us a little more about their students. Their students:Had a disability this school year.86.45%, 217 respondentsIs or has received English Learner services.43.82%, 110 respondentsHas experienced homelessness this school year.34.66%, 87 respondentsIs or has been in foster care this school year.38.65%, 97 respondentsIs or has been a migrant student this school year.20.72%, 52 respondentsIs or has been incarcerated this school year.8.76%, 22 respondents

All stakeholders identified the following as priorities:

Top 3 Allowable Use Priorities

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

64.90%

Providing mental health services and support.

61.46%

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

64.90%

Top 3 Learning Loss Suggestions from Stakeholders

30% Identified reducing class size and/or adding staff as priorities

29% Referenced maintaining Summer and After School Programs

10% Stated additional instructional resources are needed

Top 4 Mental Health Suggestions from Stakeholders

29% Identified adding Mental Health Staff

10% Proposed ensuring counseling was available, including after hours

10% Reported Professional Development is needed

10% Would like more time off for staff and/or students

Stakeholders were also encouraged to list ideas to address learning loss, mental health issues, and another allowable expense. Here is a sampling of their ideas:

Learning Loss:

"Before and after school programs. Smaller class sizes. More interventionists. Field trips to build experience and vocabulary. (Our kids have missed out on so much)"

"We need more interventionists! Every building should have at least 1 math interventionist and 1 reading interventionist. Students at risk make greater gains when working in small groups."

"Using ESSER money on filling staffing vacancies would make the biggest impact on student learning loss." "Summer school, after school programs in all schools, ACT tutoring for high school, individual Zoom summer tutoring, teacher bonuses"

Mental Health:

"More social workers and mental health experts available to staff and students"

"There needs to be therapy in school provided by mental health professionals at little to no cost to parents. This is an extreme need. Teachers are not mental health professionals they can't do everything."

"More readily available counseling services and check-ins"

"Instruction on meditation; adding yoga to gym class; adding daily mantras to daily announcements; creating greater sense of community in the high school classrooms via ice breakers, structured group activities"

Any other allowable expense:

"I think allowing each school to choose how to apply the funds for the most benefit to their students is best."

"Replace out of date security cameras with updated technology and software . AI systems can add in located and identifying unauthorized persons inside schools."

"Update work areas for staff to provide separation of work spaces when possible."

"Using ESSER money on filling staffing vacancies would make the biggest impact on student learning loss."

Additionally, district leadership met with the District Citizens Advisory Council which is composed of parents and community members. This face to face meeting on May 3rd resulted in the following input:

Addressing mental health needs Providing Enrichment for students Teaching students with disabilities and staff about accommodations and how to access them Providing mental health services throughout the day Providing more social workers and counselors Address needs in the low income, vulnerable student population category Provide instruction in study skills Certified and para professional retention payments

The survey also allowed for general comments. The following sums up the survey responses nicely:

"We are grateful for the grant to have additional funds for staff during this time. It has been helpful because staff members have had to buy a lot of "extras" for their classrooms (from paper towels, cleaning and hand sanitizing supplies to "incentives" for students to keep working to snacks for those coming without food, to classroom supplies). It would be great to continue having the opportunity to have "bonus pay" for those who come to work and "go the extra mile" when staffing has been short for illnesses." All feedback was examined and themes emerged. Smaller class size and mental health support were by far the most mentioned ideas. Another very popular allowable use was to provide building principals with some autonomy in spending. Many of the identified items were addressed in the plan: premium pay, providing principals with a discretionary budget, transportation of vulnerable students in afterschool and summer programs, secondary social emotional curriculum and 29 additional mental health support persons and funding for 29 more teaching staff to reduce class size.

To ensure the plan was created with stakeholder input in mind, a follow up survey was posted publicly on our website, sent to principals in the weekly principal update and posted in the Community News which goes to all stakeholders including parents.

100% of the respondents answered "yes" to this question: "Have we effectively addressed learning loss and other needs related to the Pandemic in the spending plan?"

The survey also asked:"What can you do to help support the district in using this spending plan to address learning loss and other needs related to the Pandemic?"

Ensure my student attends school 35.21% Ensure students have access to engaging and relevant lessons 67.04% Ensure students have access to interventions 70.79% Ensure students take advantage of Mental Health Support, when needed 69.29% Staff summer school and after school programs 39.70% Volunteer in classrooms 15.73% Mentor students 37.45% Attend professional development 64.04% Participate in District Committees 30.71% Provide feedback to the district when requested 56.55%

The survey outlined how Topeka Public Schools plans to communicate to stakeholders about how well this spending plan is reducing learning loss and addressing other needs related to the Pandemic and asked them to identify any other ways they wished to have the progress communicated:

Community News , Board of Education Reports, Web Page spending plan updates, School Newsletters, Direct Emails, Text messages through Messenger.

100% of respondents answered "no" to this question as to "Is there support that you need from the district during implementation of this spending plan that we have not addressed?"

Many of the identified priorities were addressed in the plan: providing principals with a discretionary budget, support for vulnerable students in afterschool and summer programs, secondary social emotional curriculum, 29 additional mental health support pe

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

District administration had input into ESSER spending plans in a variety of ways. A district level committee attended by the Grant Coordinator, Deputy Superintendent, Chief Financial Officer and Assistant Superintendent began meeting regularly to plan for both ESSER II and ESSER III spending. Committee team members regularly shared ESSER information with senior district leadership which included the Superintendent. This resulted in input being received from many district leaders throughout the year from The General Director of Facilities, The General Director of Informational Technology, and business office employees. Additionally, select principals and the General Director of Special Education met with the Grant Coordinator on August 10th,to begin collecting ideas for ESSER spending on a spreadsheet. The General Director of Special Education, in turn, solicited ideas from the Special Education Leadership team composed of Consulting Teachers and Social Work, Speech Pathology and School Psychology coordinators. Many ideas from this spreadsheet were incorporated into ESSER II spending. Those that weren't were added to the ESSER III idea spreadsheet. The ideas from this group of leaders continued to be collected during the school year and the spreadsheet was shared with the district level committee for input and possible inclusion into the ESSER III application. Direction from senior leadership about premium pay and staffing positions was provided.

ESSER III application input was also solicited in person from the Board Of Education at a Board meeting on April 7th. The following input was collected by allowable use:

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

Ensure we are addressing all groups in this bullet.

Locate students in this group who are not attending school and address their needs to finish their education. Target EL students, unaccompanied minors, racial and ethinic minorities. Address needs of students who don't qualify for other programs such as PASS or the Migrant program. Offer paper pencil lessons such as those in the Migrant program and other resources to these students.

Use assessment and the lens of equity to determine those most impacted by learning loss.

8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

Ensure Crisis preparedness

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

Replenish software and hardware inventory.

10. Providing mental health services and supports

Provide mental health services/support (mentioned by all members). Be prepared for a potential mental health crisis looming. Extended school year to address mental health and provide meals. Offer mental health support beyond the normal school year.

11. Planning and implementing summer learning or enrichment programs and supplemental after school programs.

Offer transportation to students.

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

Extend the school year 20 days this year and next year.

Spend more than required 20% on learning loss.

Make sure students listed in allowable use 4 and targeted learning loss amelioration efforts in an equitable manner. Offer remote tutoring.

After other stakeholder input was collected, the final plan was created, incorporating many of the ideas listed above: premium pay, transportation for vulnerable students, locating disengaged students, replacing technology, technology specialists, learning loss coaches and professional development for engagement.

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

Input from Teachers, Principals, School Leaders, other Educators and School staff was solicited through surveys. An input survey and a feedback survey was conducted. A direct email to all staff was sent with the survey link. Additionally, principals were asked to complete the surveys as well.

The following results indicate how many staff members participated in the input survey:

Parent/Guardian/Caregiver 42.82%, 325 respondents TPS Certified Teacher (including instructional coaches, consulting teachers, etc.) 40.45%, 307 respondents TPS Certified Other (e.g., SLP, OT, PT, etc.) 4.74%, 36 respondents **TPS** Principal 1.45%, 11 respondents TPS School Leader (AP, etc.) 0.79%, 6 respondents TPS Classified (business office, service center) 2.90%, 22 respondents TPS Classified Instructional (paras, sped, EL, etc.) 5.01%, 38 respondents Indigenous/Tribal Member 0.00%0 respondents Civil Rights Organization 0.13%, 1 respondents **Disability Rights Organization** 0.00%, 0 respondents Responses Other (please specify) 1.71%13

Police Officer (2), 12mo. EL Office, Director of Parent Training and Information Center (Families Together) also parent and education advocate, District Administration, Parent and AP, Bus para, School Nurse (3) Burnett Center Certified Staff. Mental health provider, non-profit organization, I am a TPS Employee and Parent of children that attend TPS

All Stakeholders identified these priorities:

Top 3 Allowable Use Priorities

Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery care 64.90%

Providing mental health services and support. 61.46%

Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery care youth, including outreach and service delivery. 64.90%

Top 3 Learning Loss Suggestions from Stakeholders

30% Identified reducing class size and/or adding staff as priorities

29% Referenced maintaining Summer and After School Programs

10% Stated additional instructional resources are needed

Top 4 Mental Health Suggestions from Stakeholders

29% Identified adding Mental Health Staff

10% Proposed ensuring counseling was available, including after hours

10% Reported Professional Development is needed

10% Would like more time off for staff and/or students

This feedback also resulted in great ideas and themes. Smaller class size and mental health support were by far the most mentioned ideas. Another very popular allowable use was to provide building principals with some autonomy in spending. Many of the identified items were addressed in the plan: premium pay, providing principals with a discretionary budget, transportation of vulnerable students in afterschool and summer programs, secondary social emotional curriculum and 29 additional mental health support persons and funding for 29 more teaching staff to reduce class size.

Union Leadership Feedback was solicited. In person feedback was solicited and resulted in planning for a premium pay proposal. After stakeholder input was solicited at the District Mental Health Team Meeting, the Union President offered three ideas for inclusion in the plan. When queried, it was noted that these ideas came from the Union Executive Board:

"1. Tuition reimbursement upon for college tuition. That's not just certified, but all, classified included. There has to be a cap, so lets say \$1000 each semester?

2. Up to 10 days of sick leave for individuals contracting the virus and have to miss work. Documentation required.

3. Teachers covering classes during plan will be compensated at their hourly rate."

Additionally the NEA-T President was emailed on April 29th and asked to ensure Union Membership was provided with the stakeholder feedback survey. The following information was emailed to Union members on May 2nd:

"I have received a number of phone calls concerning the issue of NEA-Topeka blocking the use of ESSER funds for premium pay increases for next school year. This is false. I have spoken to the building reps on this matter and have instructed them to have a 10 minute meeting with their membership on the matter. It is a little too long for this correspondence. They will be able to answer questions moving forward.

ESSER III Funds - and your voice

With the ESSER funds prior to ESSER three, the district has not sought stakeholder input. With ESSER III, they do have to seek input. Thus, we may be bombarded with numerous email surveys. FILL THEM OUT! This is a great way to flood the surveys with our voices. I've gotten one from my daughter's high school, another from my other daughter's middle school, one because I'm a teacher and I'm going to fill one out for being a community member. It is imperative that we fill these things out! Our voice should be heard loudly! Get busy members!"

Finally, the Union president was emailed with the link to the drafted plan and feedback survey on May 26th. This information had been previously provided to all stakeholders in the Community News and to building staff members through the Principal Update.

Many of the identified priorities were addressed in the plan: providing principals with a discretionary budget, support for vulnerable students in afterschool and summer programs, secondary social emotional curriculum, 29 additional mental health support persons, learning loss paraprofessional positions and funding for more teaching staff to reduce class size.

#### Tribes

Feedback from Tribes was solicited in numerous ways. On February 7th, an email was sent to the district Native American Student Services Coordinator who was asked to solicit ideas for ESSER III spending from her staff members and students. As a result, materials and transportation for Summer School were arranged/ordered. Additionally, the district Grant Coordinator was invited to speak at the next Indian Parent Advisory Committee Meeting scheduled to be held on April 27th to solicit in person feedback. This committee is composed of tribal representatives, parents and one student. The meeting was canceled, but the Native American Student Services Coordinator emailed the ESSER III Survey link to all of the team members. The meeting was never rescheduled, so the district Grant Coordinator sent an email to the Advisory Committee directly inviting input as well as sending the survey link again. No input was received directly but 1 respondent to the input survey and 11 respondents to the feedback survey identified as Native American or Pacific Islander.

The ESSER III plan includes support for Native American Students at both the after school and Summer School learning loss programs, as well as provides transportation and supplies. These supports will be added to supports received from the Indian Education Grant.

**Civil Rights Organization including Disability Rights Organizations** 

Multiple contacts were attempted to solicit feedback from Civil Rights and Disability Rights Organizations.

Messages were left with ACLU Aileen Berquist and Jessi Kielman on 4-22-22.

An email to the ACLU was sent on April 29th and garnered the following response:

"Thank you for contacting us. We cannot comment on how to spend these funds specifically, but certainly there are resources to ensure that your staff is trained and informed about serving all students, and especially those in need. You may consider looking at ACLU's Know Your Rights (https://www.aclu.org/know-yourrights/) and the Learning for Justice resources geared specifically for educators (https://www.learningforjustice.org/). Esmie Tseng (she, her, hers) American Civil Liberties Union of Kansas"

The Kansas Action for Committee was contacted on both April 29th and May 23rd and this response was generated both times:

"Thank you for reaching out. We will be in touch with you shortly. In the meantime, feel free to check out Kansas Action for Children on both Facebook and Twitter. Get to know us and find out what we are up to! Kansas Action for Children http://www.kac.org/

The following input was received:

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

This input was addressed in the plan with the following: support for students with disabilities and other vulnerable students in afterschool and summer programs, 29 additional mental health support persons, learning loss paraprofessional positions and funding for more teaching staff to reduce class size.

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

Many stakeholders representing student needs were solicited. Parents were surveyed and respondent parents represented students with the following needs: Their students: Had a disability this school year Is or has received English Learner services Has experienced homelessness this school year Is or has been in foster care this school year is or has been a migrant student this school year Many stakeholders represented students Student Student Student Student Student Student Student Students Students Students Students Students Students Students Students Students Student Student Student Student Student Student Student Student Student Students Students Students Students Students Students Students Student Stud The Disability Right Center of Kansas was contacted for input on May 10th. This response was received on May 11th: Thank you for your request seeking our input concerning the ESSER III funds. I completed your survey a couple minutes ago. Good luck using the funds to help all of your students.

Lane Williams, Legal Director, Disability Rights Center of Kansas(DRC)

The same organization was contacted for input when the plan was created. Mr. Lane responded on May 24th with: Good afternoon, Thank you for the update and link to your proposed spending plan. I completed the short survey. Lane Williams Input and feedback from Families Together was also solicited. On April 29th, the input survey was sent to the director with a request to share with the organization. On May 23rd, the feedback survey was also sent to the Director.

On April 29th, the input survey link was emailed to El Centro. On May 10th the feedback link was also emailed.

On April 25th, the District Dual Language Strategic Committee was solicited for in person feedback. This committee is composed of the Coordinator of EL Services, Dual Language Principals, Board members, District Leadership, and Teaching and Learning Representatives. The group generated the following ideas:

For example - learned that at the juvenile center - when in isolation, no learning happened - no hotspots, etc.

Bilingual credit recovery teacher; supervise the PASS process (Curry)

For students who have "aged out"

Caution about supplanting

Program BOE member had mentioned previously

iPads for admin team - walkthrough ease

Promethean boards - dual language sites

Older EL students - Footsteps to Brilliance

MAP Assessment is offered in Spanish (no need)

Entrance test for Landon

Funding assessments (in other languages) to help students with English services

IPT - currently paper, need electronic

Shows if they qualify for EL services

Track students

Phonics program in Spanish

Buy packets to make this sustainable throughout several years

Textbooks in Spanish

How can parents of (L1) English help their students learn and practice Spanish at home)

Need literacy in the native language - beyond textbooks

Parent resources in Spanish, other languages

Mental health - how to help parents help their kids learn digital citizenship in both English and Spanish - to use technology in an effective way

Parent liaison - parent resource academy

For example - did this with the virtual meetings, but had little participation

Partnerships to help TPS families (please note, mental health grant should be providing some of these services)

Scott families have tried b/c the system is overwhelmed, so are not getting the help they need

Expand mental health resources to close opportunity gap

Mobile mental health services

Apps and tech resources that allows students to use various languages

Transportation is a barrier to attending school events - van or other vehicle to bring families to events

Cap City, HSA, Quincy - all have vans to help alleviate barriers

ISS paraprofessional to monitor students so they do not get sent home and miss learning opportunities

How to expose students to other cultures

Send students on trips (for examples - donors choose from Magna Award)

For example - Puerto Rico trip - take students and recruit teachers

Spain encouraged for recruitment - help with host families and partnerships because Spain goes to school through June Quality translators in all buildings - for example, call up bilingual paraprofessionals to help - salary an issue to recruit - area of opportunity to pay bilingual staff more (Bolley/Gorsuch)

Parent academy - consider recruiting from here to become these experts

Mobile unit - like a book mobile libraries in their own language; area resources, counseling, etc. - several services could be taken care of within a mobile unit Specialized training for interpreters - there is one planned for Aug. 22 Signage for Landon

Many of these needs will be addressed by the creation of a new District Leader Position called the Director of Cultural Innovation which is planned to be funded by ESSER III for the first two years. Additionally, tutoring for EL/Newcomer/Unaccompanied Minors was added to the plan as well as support during remote tutoring, after school programs and summer programs will be provided for students: in: Indian Education, Special education Support, as well as those having EL support. Additionally, building principals will have \$10,000 in discretionary spending available.

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

Topeka Public Schools Publicly shared the district's ESSER III plan in two ways. The following was sent to all stakeholders in the Community New on May 20th:

Elementary & Secondary School Emergency Relief Fund Survey

Topeka Public Schools has created a plan for how to spend the Elementary and Secondary School Emergency Relief (ESSER) funds. This spending plan is based on input from students, staff, parents and the community.

To see a summary of the input, click here. The plan is an estimate of what we think will be spent. The plan must be approved by the Kansas State Board of Education before any funds can be spent.

Please review the spending plan and let us know what you think by completing this quick survey. If you have any questions about the survey, please contact Stacey Kramer skramer@tps501.org. Additionally, the same information was shared publicly on the district website the same day: https://www.topekapublicschools.net/news/what\_s\_new/school\_emergency\_relief\_fund\_survey

Students were also provided with a student friendly version of the plan and directly sent a brief survey on Monday May 23rd.

The results of these surveys indicate that our plan truly took stakeholder input into account when developing the plan. 61% of students thought the plan was excellent and 100% of adult respondents reported the plan addressed the needs of the district.

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

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population. Topeka Public Schools is the 6th largest school district in Kansas, educating approximately 13,400 students each year. We offer pre-k through 12 education along with specialized services for 3 and 4 year olds. The school district includes 14 elementary schools, six middle schools, and three high schools. In 2021-22 77% of 501 students received free or reduced lunch, compared with the state average of 46.1%. 22% of the district's students receive special education service. The racial/ethnic composition of the district is 38% White, 32% Hispanic, 17.1% African American, and 13% Other. The school district serves a total of 13.7% or 1807 English Learners (ELs), representing a 165% increase since 1999 (Topeka Public Schools, n.d.). In 2010, an estimated 20.4% of the Topeka population lived below the poverty line, compared to the state average of 13.2%. Additionally, 36% of children under the age of 18 in Topeka live in poverty, nearly double the state average (19%). As a whole, Topeka exhibits environmental risk factors that may negatively impact its school-aged population, including high rates of violent crime: 6.01 violent crimes per 1,000 residents (state average=3.55); 53.6 property crimes per 1,000 (state average=31.4); and 124 crimes per square mile (state average=26 crimes/mi.). Further, school-aged children in Topeka experience risk factors at home: Two out of five children live in single-parent households, nearly 40% more than the state average (University of Wisconsin Population Health Institute, 2014).

Topeka Public Schools students are disproportionately impacted by the Pandemic, as noted by an increase in chronic absenteeism and other data points.

The Pandemic has impacted student assessment data for both academic concerns and social emotional risk. The data from the 2021 KAP confirms this with a slight dip in student achievement. English Language Arts was on a rise from 2018 (24.5%) to 2019 (25.3%) and then in 2021 it dipped to 22.7% proficient. Math follows a similar trajectory with a slight increase between 2018 (24.2%) and 2019 (24.8%) and then a larger dip in 2021 (17%). Preliminary results from 2022 KAP Scores are similarly concerning. 22% of students performed lower than last year on the ELA KAP and 19% of students scored lower on the KAP math assessment.

Risk for Social Emotional and Behavioral issues have also increased during the Pandemic. In the fall of 2018, 65% of students were at low risk for externalizing social emotional needs and behavior. In the fall 2019, students with a low risk rating increased to 67%. The fall 2020 data shows even more students at low risk, 80%. Between 2018 and 2020 TPS increased low risk externalizing behaviors by 15% meeting the goal, however, in the fall of 2021, 71% of students were at low risk for externalizing behavior, dropping our improvement to 9% in externalizing behaviors. This dip is attributed to social emotional learning loss during remote learning much of 2020-2021.

As a tool to help identify and measure learning loss beyond the KAP data, TPS adopted Fast Bridge as a screener and continues to measure student achievement with Scantron Achieve. As an effort to mitigate learning loss, all TPS schools have an afterschool program that focuses on learning loss: academically in the four core content areas, social emotional learning as well as the arts and physical education. Summer programming includes extended school year focused on learning loss, weekly summer camps, and unit/credit recovery at the high school level.

More than 1000 students were identified by building leadership teams as having significant learning loss and recommended for Summer School in June 2022.

Additionally, the district continues to have staffing shortages, particularly for classified staff members. Many of these shortages are related to the added stress brought on by COVID-19. For the first time in many years, we had multiple teachers and other staff members leaving without notice, citing overwhelming stress.

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

Topeka Public Schools uses a robust tiered intervention system as one of our foundational structures. The framework utilized is the Comprehensive Three Tiered Model of Prevention (Ci3T). The district partners with the University of Kansas and Dr. Kathleen Lane to support implementation of the framework. Each building creates and supports an implementation manual which outlines supports at Tier 1, 2 and 3 available to students. This framework is researched based and well proven to effectively create systemic change when implemented with fidelity. The framework is also cited on the KSDE Evidence-Based

Best Practices for At-Risk Programs and Instructions website page.

The district purchased FastBridge assessment software to assist in identifying students in need of Tier 2 and 3 additional support and/or interventions in reading and math. This resource was added to other assessment tools and data sources to identify students who need additional support to combat learning loss.

Additionally, each school building provides ESSER funded after school programs. ESSER funds will pay for salary and supplies. Modeled after evidenced based 21st Century Community Learning Center Programs, these programs include academic interventions, enrichment activities and tutoring support. Summer high school credit recovery will also be available. According to https://www.visiblelearningmetax.com/influences/view/after-school\_programs, these programs are likely to have a positive impact on student learning. These programs are open to any student, however when spacing is an issue due to staffing or other limiting factors, students who have demonstrated learning loss needs will be given the priority placement in the programs. The priority placement will be determined by triangulation of student data including academic and social emotional assessment, attendance and grades. Support for special education, EL students and other vulnerable students will be available during the programs.

The district will continue to offer summer school. These programs include academic interventions, enrichment activities and credit recovery support. At the end of every academic year, students will be recommended for academic intervention during summer school. Most recently, more than 1000 students were offered the opportunity to attend summer school enrichment with transportation provided. Other opportunities for enrichment are and will be open to any student. Support for special education, EL students and other vulnerable students will be available during the programs. As evidenced in the Best Evidence Encyclopedia, summer schools positively affect reading achievement: "The mean effect of summer school programs on reading achievement were positive (mean ES = +0.23)."

Learning Loss Intervention and Assessment Resources will also be purchased to support students in all out of school programs as well as interventions during the school day:

Art of Education. According the Wallace Foundation, "One study provided Tier III evidence suggesting that the students who participated in two inner-city programs that featured rich, sustained visual arts made significantly greater gains than comparison students in social-emotional learning outcomes and process abilities. Eighteen studies provided Tier IV evidence by including a research- or theory-based rationale for how visual arts interventions should impact students' art learning, social-emotional learning, process abilities, and attitudes toward arts."

According to https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc\_foundationalreading\_040717.pdf, Using Connected Text is a foundational reading skill which has moderate evidence of effectiveness. Each of these programs, which focus on building foundational skills and connective text will be utilized, Footsteps to Brilliance, Lyrics to Learn, and Weekly Studies. Small group math intervention tutoring, using math kits will also be utilized. According to a study posted on Best Evidence Encyclopedia, ","low achievers can make substantial gains in mathematics if they receive relatively cost-effective small group tutoring. Do the Math Now is an evidenced based resource which meets Meets ESSA "MODERATE" Evidence Criteria will be used in small group settings. Additionally by using math manipulatives, student acceleration will increase, according to https://www.visiblelearningmetax.com/influences/view/manipulative\_materials\_on\_math.

Teacher professional development will also be purchased to support Hattie's Teacher Clarity. The district believes this is yet another way to both ameliorate and prevent learning loss for students. According to https://www.visiblelearningmetax.com/influences/view/teacher\_clarity, focusing on teacher clarity will likely have a positive effect on accelerating learning.

Evidence suggests the use of instructional coaches can positively and significantly impact teacher professional development through mentoring, instructional planning, and instructional efficacy. This, in turn, supports improved student learning. Several district instructional positions have been redefined to focus on learning loss for the next two years. The district secondary coaches, for example, will help building leadership teams better identify students, especially disproportionate students for intervention services. The coaches will also be able to support staff in implementing evidence based interventions such as after school programs, summer enrichment as well as evidenced based interventions during the school day. Increasing the efficacy of secondary teachers will help recover learning loss for students. These coaches will be responsible for ensuring that building leadership teams know how to analyze data to identify students who have been or

continue to be most affected by learning loss and how to best support them.

The district is proposing restructuring the middle school technology teaching positions into a more robust teaching position focusing on a project based curriculum. Project Lead the Way (PLTW), https://www.pltw.org/, is a curriculum framework which encourages hands-on, solution based learning. The district has secured other grant funding for the training and for some of the materials, but ESSER funding will pay for some of the materials and plans to begin to offer vertically aligned computer courses K-12th grade as well as STEM courses in elementary schools. According to

https://www.visiblelearningmetax.com/influences/view/problem-based\_learning, this problem solving curriculum is likely to have a significant positive impact on student achievement.

A new position has also been created and will be funded by ESSER III. This Director of Cultural Innovation will oversee the needs of our diverse student population and ensure their needs are met.

2 college and career advocates will serve two buildings who have many of our disproportionately impacted students. These advocates will be able to offer students greater access to college opportunities, CTE opportunities as well as enrichment opportunities.

3 positions will be continued this year to address learning loss. A secondary learning loss interventionist will be placed at our middle school with the greatest number of disproportionately low performing students. Two virtual/remote teachers will be available for quarantined students to prevent further learning loss. When no students are in quarantine, these teachers will help support virtual students.

29 paras will be hired to deliver evidenced based interventions during the school day. Under the direction of a licensed staff member (who will be compensated for planning the lessons), these para professionals will increase the number of students who will be able access interventions during the school day.

EL/Newcomer/Unaccompanied Minor tutors will be hired to assist those students in accessing learning loss interventions during the school day or during after

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

The district strongly believes that having staff present will have the greatest impact in ameliorating learning loss. Therefore, the district plans to offer a significant premium pay retention incentive for one final year. This incentive will be tied to attendance which has had a demonstrated positive impact on staff attendance, even during the height of the Pandemic.

In 2018, 37% of our staff had 95% attendance or greater. In 2019, 36% of our staff had 95% attendance. In 2019 and 2020, attendance increased only because staff worked from home a large percentage of the year. During the 2021-22 school year, in large part because of the attendance requirement to receive Premium Pay, staff attendance dramatically increased. 52% of staff had 95% attendance or greater. This allowed our school building to stay open during the 2021-22 school and increased stability for our students.

Tying attendance to our premium pay has also reduced absenteeism and created more stability for our students as well as reduced the need for substitutes. Topeka Public Schools was able to stay open for the entire school year largely because of our attendance incentive. Even in January when the COVID-19 variant was rampant in the district, district staff ensured learning continued. This also created an opportunity for more normalcy this year.

Topeka Public Schools is the 6th largest school district in Kansas, educating approximately 13,400 students each year. We offer pre-k through 12 education along with specialized services for 3 and 4 year olds. The school district includes 14 elementary schools, six middle schools, and three high schools. In 2021, 77% of 501 students received free or reduced lunch, compared with the state average of 46.1%. 22% of the district's students receive special education service. The racial/ethnic composition of the district is 38% White, 32% Hispanic, 17.1% African American, and 13% Other. The school district serves a total of 13.7% or 1807 English Learners (ELs), representing a 165% increase since 1999 (Topeka Public Schools, n.d.). In 2010, an estimated 20.4% of the Topeka population lived below the poverty line, compared to the state average of 13.2%. Additionally, 36% of children under the age of 18 in Topeka live in poverty, nearly double the state average (19%). As a whole, Topeka exhibits environmental risk factors that may negatively impact its school-aged population, including high rates of violent crime: 6.01 violent crimes per 1,000 residents (state average=3.55); 53.6 property crimes per 1,000 (state average=31.4); and 124 crimes per square mile (state average=26 crimes/mi.). Further, school-aged children in Topeka

experience risk factors at home: Two out of five children live in single-parent households, nearly 40% more than the state average (University of Wisconsin Population Health Institute, 2014).

This statistics can make it difficult to recruit staff members for Topeka Public Schools. While the district has outstanding data to support the effectiveness of our instructional programs, surrounding districts are often viewed as preferable options for job seekers. This was exacerbated during COVID-19 and made recruitment even more difficult. However, our recruitment and incentive package allowed us to attract more applicants and retain them longer. Our Director of Certified Personnel and Equity writes that last year's premium incentive made a positive impact in the following ways: "ESSER funding and premium pay allowed us to decrease class sizes by recruiting and hiring overflow teachers. Most of these individuals did not already have a teaching degree. Three enjoyed their assignments so much that they have entered transition to teaching programs and been hired to teach for us next school year. One is awaiting an opportunity for a position so that he can be accepted into a transition to teaching program for social studies. Others who are not able to join us for the upcoming school year expressed how much they now wanted to become a teacher. This desire has the potential to benefit TPS and other school districts in the future. Many of our substitute teachers also shared how they had always wanted to be a teacher but had prepared for a different profession in college, so this experience helped them fulfill their dream of teaching. At the end of the school year, 16 teaching positions remain unfilled (including special education positions and two media specialist positions for the entire school year, a significant decrease from the 26 open teaching positions in September.

However, the district continues to have several classified staff openings: Bus para - 9 vacancies

Food Service Workers - 39, Special Education Paraprofessionals - 54, 14 other support paraprofessional positions, Paras (ISS, ELL, Office, etc) - 14, Delivery Drivers - 3, Van Driver - 1

IT - 2, Maintenance. - 6, Office personnel - 6, Specialty positions - 2, Custodians Helpers - 9 part-time, Custodians - full-time - 19. The district believes offering one more sizable retention payment will reduce these vacancies considerably.

Topeka Public Schools believes that the best way to decrease learning loss is to invest in staff members. By offering an attendance dependent retention program, we will keep more staff employed to help students recover from learning loss. This will assist the district in retaining experienced staff for one more year and hopefully minimize the effects of the great resignation occuring in education.

The district conducted a survey of all stakeholders and shared our plan for ESSER III. One hundred percent of the respondents believed our plan, including a premium retention incentive, addresses learning loss and addresses other needs related to the Pandemic as well.

According to all stakeholder feedback, Mental Health was one of the top priorities in all groups. The district will continue to monitor social emotional risk and identify mental health needs for students as well. Using the SRSS-IE and other student data, students will also continue to be identified for risk of social emotional and behavioral concerns. ESSER funds will be used to hire an additional 29 mental health personnel to assist in delivery of intervention for the students who need services the most. These personnel may be certified school psychologists, social workers, counselors or mental health mentors who function as behavior coaches for students. These mental health staff members will help support students who need support during Second Step or Zones of Regulation lessons. They will also help support other evidence-based interventions identified in our Ci3T implementation manuals such as check in and check out and small group social emotional learning opportunities.

ESSER III funds will be spent on purchasing Social Emotional Curricula such as Zones of Regulation and Second Step to ensure all students have access.

Funds will also support SEL professional development opportunities for Teachers. Opportunities will include Book studies, Boys Town, Second Step Out of School learning and other opportunities.

Other funding will be spent on replacing PE equipment, library books and technology lost during COVID-19. ESSER III funding will also supply PPE and sanitation supplies to ensure students and schools are safe.

Lastly, building principals will be allowed to spend up to \$10,000 on COVID-19 related needs. These discretionary funds would need to be used for an allowable expense and approved prior to expenditure.

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

Topeka Public Schools has well established foundational structures in place to promote healthy and safe learning environments, support social emotional mental health and academic needs, and to make evidence based, equity driven ARP spending decisions. In creating this plan, the district sought opinions from a diverse range of stakeholders. ESSER spending will be incorporated into these already existing structures. Data will be examined regularly to ensure that interventions are in place and progress monitoring is occuring.

In 2016-2017 TPS adopted the Comprehensive, Integrated, Three Tier Model of Prevention (Ci3T) as its tiered framework. Schools were onboarded based on an implementation schedule. As of Fall 2020, all comprehensive schools, preschools and alternative schools are implementing the Ci3T framework. Implementation expectations are outlined by the building leadership team in an Implementation Manual. Expectations are outlined for each stakeholder in three areas: academic, social emotional and behavior. The implementation plans help ensure the development of respectful, inclusive and engaging classrooms. TPS continues to partner with the University of Kansas (KU) and Dr. Kathleen Lane to provide ongoing design assistance, professional learning, and implementation support of the framework. Use of this framework will support implementation of interventions to reduce learning loss as well.

Academic screening is central to Ci3T implementation. Students are screened three times per year to assess reading and math skills using a nationally normed screener. In 2021, a second screener (FastBridge) was added to gauge for learning loss and screen for characteristics of dyslexia. The academic screening information is examined by the BLT regularly and students who are in need of Tier 2 and 3 academic interventions are connected to specific interventions. Students with additional needs may also be referred to a General Education Intervention (GEI) team. GEI teams create individualized plans and meet regularly to review the plans and adjust them as necessary, based on student progress monitoring data.

Using ESSER funds, a new committee was created to examine existing Tier 2 and 3 resources, explore new resources and make recommendations about adoption of new resources. The committee is also in the process of updating a district master Tier 2 and 3 grid for buildings to begin utilizing this fall. This guidance will continue to assist teams in selecting Tier 2 and 3 resources and interventions for students who are experiencing learning loss. The committee is also charged with ensuring that intervention materials and strategies are evidenced based, in accordance with the Elementary and Secondary Education Act. This committee, along with the pre existing Ci3T district leadership team will help support building leadership teams in choosing and implementing the interventions. These teams will also assist district administration in ensuring after school and summer intervention programs employ evidence based interventions and materials as well.

Several new or reconfigured positions will also ensure that the student who needs the services the most will be able to access them. The Director of Cultural Innovation, Elementary Learning Loss Coordinators and Secondary Learning Loss Instructional Coaches will also play a pivotal role in ensuring that students have access to the interventions. Additionally adding learning loss paras and tutors for EL/Newcomer/Unaccompanied minors will also ensure greater access for students. Topeka Public Schools, as a diverse district, has focused on systems of diversity, equity, and access for more than three decades The District Equity Council, helps ensure that all students have equitable access to interventions and resources.

Monthly data consults are integral parts of our tiered Intervention framework. Trends are examined in attendance, grades, office discipline reports, social emotional screening data including subgroups such as students with disabilities, race, EL students and other disproportionately affected groups. The consultations ensure the BLT is cognizant of building trends and put measures in place to address identified needs in implementation. Learning loss data will be examined regularly.

# Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$42,152,936             | \$0                | \$42,152,936            | ESSER III Allocations | \$8,430,588 |
| Approved Total        | \$10,463,112             | \$0                | \$10,463,112            | Approved Total        | \$7,939,192 |
| Amount Left           | \$31,689,824             | \$0                | \$31,689,824            | Amount Still Needed   | \$491,396   |
| In Review Total       | \$31,689,824             | \$0                | \$31,689,824            | In Review Total       | \$1,281,900 |
| Amount Left           | \$0                      | \$0                | \$0                     | Amount Still Needed   | \$0         |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 501-3-0054 | Direct             | False            | 1000             | 890            | 16               | \$2,073,924        | Task Force Review |
| 501-3-0055 | Direct             | False            | 1000             | 150            | 16               | \$24,000,000       | Task Force Review |
| 501-3-0056 | Direct             | False            | 2000             | 121            | 10               | \$2,510,000        | Task Force Review |
| 501-3-0057 | Direct             | False            | 2000             | 200            | 10               | \$225,000          | Task Force Review |
| 501-3-0058 | Direct             | True             | 2700             | 510            | 4                | \$82,200           | Task Force Review |
| 501-3-0059 | Direct             | False            | 2000             | 653            | 10               | \$20,000           | Task Force Review |
| 501-3-0060 | Direct             | False            | 2000             | 320            | 10               | \$10,000           | Task Force Review |
| 501-3-0061 | Direct             | False            | 1000             | 111            | 3                | \$400,000          | Task Force Review |
| 501-3-0062 | Direct             | False            | 1000             | 200            | 3                | \$33,000           | Task Force Review |
| 501-3-0063 | Direct             | False            | 2620             | 610            | 7                | \$200,000          | Task Force Review |
| 501-3-0064 | Direct             | False            | 1000             | 111            | 3                | \$900,000          | Task Force Review |
| 501-3-0065 | Direct             | False            | 2500             | 580            | 16               | \$5,000            | Task Force Review |
| 501-3-0066 | Direct             | False            | 1000             | 350            | 16               | \$25,000           | Task Force Review |
| 501-3-0067 | Direct             | False            | 2100             | 653            | 4                | \$6,000            | Task Force Review |
| 501-3-0068 | Direct             | True             | 2700             | 510            | 11A              | \$110,000          | Task Force Review |
| 501-3-0069 | Direct             | True             | 1000             | 113            | 11A              | \$1,089,700        | Task Force Review |
| 501-3-0001 | Direct             | False            | 1000             | 200            | 16               | \$1,500,000        | Approved          |
| 501-3-0012 | Direct             | False            | 1000             | 610            | 3                | \$300,000          | Approved          |
| 501-3-0014 | Direct             | False            | 1000             | 200            | 12               | \$108,000          | Approved          |
| 501-3-0015 | Direct             | False            | 1000             | 112            | 12               | \$10,000           | Approved          |
| 501-3-0016 | Direct             | False            | 1000             | 610            | 12               | \$175,000          | Approved          |
| 501-3-0017 | Direct             | True             | 1000             | 112            | 11B              | \$1,638,000        | Approved          |
| 501-3-0018 | Direct             | True             | 1000             | 200            | 11B              | \$162,000          | Approved          |
| 501-3-0019 | Direct             | True             | 1000             | 610            | 11B              | \$500,000          | Approved          |
| 501-3-0021 | Direct             | True             | 1000             | 200            | 11A              | \$45,000           | Approved          |
| 501-3-0022 | Direct             | True             | 1000             | 610            | 11A              | \$150,000          | Approved          |
| 501-3-0023 | Direct             | True             | 1000             | 111            | 12               | \$1,200,000        | Approved          |
| 501-3-0024 | Direct             | True             | 1000             | 200            | 12               | \$108,000          | Approved          |
| 501-3-0025 | Direct             | True             | 1000             | 120            | 12               | \$240,000          | Approved          |
| 501-3-0026 | Direct             | True             | 1000             | 200            | 12               | \$10,800           | Approved          |

| 501-3-0027 | Direct | True  | 1000 | 111 | 12 | \$180,000                             | Approved |
|------------|--------|-------|------|-----|----|---------------------------------------|----------|
| 501-3-0028 | Direct | True  | 1000 | 200 | 12 | \$16,200                              | Approved |
| 501-3-0029 | Direct | False | 1000 | 653 | 3  | \$72,000                              | Approved |
| 501-3-0030 | Direct | False | 1000 | 610 | 3  | \$29,000                              | Approved |
| 501-3-0031 | Direct | True  | 1000 | 653 | 12 | \$340,000                             | Approved |
| 501-3-0035 | Direct | False | 1000 | 641 | 12 | \$125,000                             | Approved |
| 501-3-0036 | Direct | True  | 1000 | 113 | 12 | \$91,000                              | Approved |
| 501-3-0037 | Direct | True  | 1000 | 200 | 12 | \$9,000                               | Approved |
| 501-3-0038 | Direct | True  | 1000 | 113 | 12 | \$45,000                              | Approved |
| 501-3-0039 | Direct | True  | 1000 | 200 | 12 | \$5,000                               | Approved |
| 501-3-0040 | Direct | True  | 1000 | 653 | 12 | \$1,203,152                           | Approved |
| 501-3-0041 | Direct | True  | 1000 | 111 | 12 | \$126,000                             | Approved |
| 501-3-0042 | Direct | True  | 1000 | 200 | 12 | \$11,340                              | Approved |
| 501-3-0043 | Direct | True  | 1000 | 113 | 12 | \$90,000                              | Approved |
| 501-3-0044 | Direct | True  | 1000 | 200 | 12 | \$10,000                              | Approved |
| 501-3-0045 | Direct | True  | 1000 | 350 | 12 | \$200,000                             | Approved |
| 501-3-0046 | Direct | True  | 1000 | 111 | 12 | \$270,000                             | Approved |
| 501-3-0047 | Direct | True  | 1000 | 200 | 12 | \$24,300                              | Approved |
| 501-3-0048 | Direct | False | 1000 | 111 | 12 | \$188,000                             | Approved |
| 501-3-0049 | Direct | False | 1000 | 200 | 12 | \$16,920                              | Approved |
| 501-3-0051 | Direct | True  | 1000 | 121 | 12 | \$1,160,000                           | Approved |
| 501-3-0052 | Direct | True  | 1000 | 200 | 12 | \$104,400                             | Approved |
|            |        | 1     |      |     |    | · · · · · · · · · · · · · · · · · · · |          |

# Line Item Details

| Pirect Allocation  | NO - this item is not marked for Learning   | J Loss Set Aside Expenditure   |
|--|---|--|
| Account Name   | Account Number  |  |
| ESSER III-CARES GRANT (COVID19)  | 2321.1000.2590.0891.3209230   |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 890 - Other Miscellaneous Expenditures  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |
| New-In-direct expense. Confirmation rece   | n the account and how they will address a eived on 8/03/2020 from KSDE - SPED & Tit |  |
| New-In-direct expense. Confirmation rece<br>charged to CARES ESSER   | eived on 8/03/2020 from KSDE - SPED & Tit   |  |
| New-In-direct expense. Confirmation rece   | •   |  |
| New-In-direct expense. Confirmation rece<br>charged to CARES ESSER   | eived on 8/03/2020 from KSDE - SPED & Tit   |  |
| New-In-direct expense. Confirmation rece<br>charged to CARES ESSER<br>Budgeted Expenditures in SFY 2021  | eived on 8/03/2020 from KSDE - SPED & Tit<br>\$0                                    |  |
| New-In-direct expense. Confirmation rece<br>charged to CARES ESSER<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | eived on 8/03/2020 from KSDE - SPED & Tit<br>\$0<br>\$0                             |  |
| New-In-direct expense. Confirmation rece<br>charged to CARES ESSER<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | eived on 8/03/2020 from KSDE - SPED & Tit<br>\$0<br>\$0<br>\$1,216,649              | le Services that In-direct Costs could be  |
| New-In-direct expense. Confirmation rece<br>charged to CARES ESSER<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | eived on 8/03/2020 from KSDE - SPED & Tit<br>\$0<br>\$0<br>\$1,216,649<br>\$857,275 | le Services that In-direct Costs could be  |

| Allocation Type                  | <u>Is this Item for the 20% Minimuim</u> | Learning Loss Set Aside Expenditure  |
|----------------------------------|--|--|
| Direct Allocation                | NO - this item is not marked for Lear    | ning Loss Set Aside Expenditure  |
| Account Name                     | Account Number                           |  |
| ESSER III- CARES GRANT (COVD19)j | 2321.xxxx.01xxx.3209230                  |  |
| Function Code                    | Object Code                              | Allowable Use  |
| 1000 - Instruction               | 150 - Additional Compensation            | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |

Change: 2022-23- Premium Retention Payment, salary. Due to the effects of COVID-19 such as additional job stress and persistent staff vacancies, up to \$6000 for all district employees, \$2400 for substitutes, and an additional \$2000 for frontline employees, paid quarterly to staff members with 95% attendance. Retaining employees and encouraging more frequent attendance is vital to ensuring Topeka Public Schools is prepared to stay open while the Pandemic continues to persist. For more information, please see additional documentation. 2023-24- Premium Retention Payment, salary. Due to the effects of COVID-19 such as additional job stress and persistent staff vacancies, a one-time payment of up to \$3000 for all district employees, including long-term subs. Payments will be prorated based on FTE. No attendance requirement. Payment is to be made in November or December. Retaining employees is vital to ensuring Topeka Public Schools is prepared to stay open while the Pandemic continues to persist.

| Budgeted Expenditures in SFY 2021 | \$0          |
|-----------------------------------|--------------|
| Budgeted Expenditures in SFY 2022 | \$0          |
| Budgeted Expenditures in SFY 2023 | \$16,000,000 |
| Budgeted Expenditures in SFY 2024 | \$8,000,000  |
| Total Expenditures                | \$24,000,000 |

| <u>Status</u>     |  |
|-------------------|--|
| Task Force Review |  |

#### Line Item Comment from KSDE

Change Request: Previously approved for \$18,500,000 between SFY 23 and 24

| Direct Allocation   | NO - this item is not marked for Lea   | rning Loss Set Aside Expenditure  |
|---|--|---|
| Account Name  | Account Number   |   |
| ESSER III CARES Grant (COVID19)   | 2321.5xxx.2190.0131.3209230  |   |
| Function Code   | Object Code  | Allowable Use   |
| 2000 - Support Services   | 121 - Full-Time Non-Certified Salari   | es 10 - Providing mental health services and supports.  |
| Please describe the expenditures with   | in the account and how they will add   | ress a COVID-19 need  |
| Change Mental Health Staff, salary, 33 ac<br>of COVID-19, \$60,000 average salary, for  |  | sed mental health need surfacing as a result  |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2022   | \$0  |   |
| Budgeted Expenditures in SFY 2023   | \$750,000  |   |
| Budgeted Expenditures in SFY 2024   | \$1,760,000  | <u>Status</u>   |
| Total Expenditures  | \$2,510,000  | Task Force Review   |
| Change Request: Previously approved fo<br>ne Item ID: 501-3-0057<br>Allocation Type   |  | n Learning Loss Set Aside Expenditure<br>arning Loss Set Aside Expenditure  |
| Line Item Comment from KSDE<br>Change Request: Previously approved fo<br>ne Item ID: 501-3-0057<br>Allocation Type<br>Direct Allocation<br>Account Name   | Is this Item for the 20% Minimuin  | •   |
| Change Request: Previously approved fo<br>ne Item ID: 501-3-0057<br>Allocation Type<br>Direct Allocation  | <b>Is this Item for the 20% Minimuin</b><br>NO - this item is not marked for Lea   | •   |
| Change Request: Previously approved fo<br>ne Item ID: 501-3-0057<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u>  | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number  | •   |
| Change Request: Previously approved fo<br>ne Item ID: 501-3-0057<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>ESSER III CARES GRANT (COVID19)   | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>2321.5xxx.2190.0131.32093230  | Allowable Use   |
| Change Request: Previously approved fo<br>ne Item ID: 501-3-0057<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CARES GRANT (COVID19)<br>Function Code  | Is this Item for the 20% Minimum<br>NO - this item is not marked for Lea<br>Account Number<br>2321.5xxx.2190.0131.32093230<br>Object Code<br>200 - EMPLOYEE BENEFITS   | Allowable Use 10 - Providing mental health services and supports.   |
| Change Request: Previously approved fo<br>ne Item ID: 501-3-0057<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CARES GRANT (COVID19)<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures with<br>Change Mental Health Staff, benefits, 29  | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>2321.5xxx.2190.0131.32093230<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>in the account and how they will add<br>additional staff needed due to the incre  | Allowable Use 10 - Providing mental health services and supports.   |
| Change Request: Previously approved fo<br>ne Item ID: 501-3-0057<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CARES GRANT (COVID19)<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures with<br>Change Mental Health Staff, benefits, 29<br>result of COVID-19, \$60,000 average sala   | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>2321.5xxx.2190.0131.32093230<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>in the account and how they will add<br>additional staff needed due to the incre  | Allowable Use 10 - Providing mental health services and supports. ress a COVID-19 need  |
| Change Request: Previously approved fo<br>ne Item ID: 501-3-0057<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CARES GRANT (COVID19)<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures with<br>Change Mental Health Staff, benefits, 29<br>result of COVID-19, \$60,000 average sala<br>Budgeted Expenditures in SFY 2021  | Is this Item for the 20% Minimum<br>NO - this item is not marked for Lea<br>Account Number<br>2321.5xxx.2190.0131.32093230<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>in the account and how they will add<br>additional staff needed due to the increase, for two years.  | Allowable Use 10 - Providing mental health services and supports. ress a COVID-19 need  |
| Change Request: Previously approved fo<br>ne Item ID: 501-3-0057<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CARES GRANT (COVID19)<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures with<br>Change Mental Health Staff, benefits, 29<br>result of COVID-19, \$60,000 average sala<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>2321.5xxx.2190.0131.32093230<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>in the account and how they will add<br>additional staff needed due to the increase,<br>for two years.  | Allowable Use 10 - Providing mental health services and supports. ress a COVID-19 need  |
| Change Request: Previously approved fo<br>ne Item ID: 501-3-0057<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CARES GRANT (COVID19)<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures with<br>Change Mental Health Staff, benefits, 29<br>result of COVID-19, \$60,000 average sala<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>2321.5xxx.2190.0131.32093230<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>in the account and how they will add<br>additional staff needed due to the increase<br>ary, for two years.<br>\$0<br>\$0<br>\$0                   | Allowable Use 10 - Providing mental health services and supports. ress a COVID-19 need  |
| Change Request: Previously approved fo<br>ne Item ID: 501-3-0057<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CARES GRANT (COVID19)<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures with<br>Change Mental Health Staff, benefits, 29<br>result of COVID-19, \$60,000 average sala<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | Is this Item for the 20% Minimum<br>NO - this item is not marked for Lea<br>Account Number<br>2321.5xxx.2190.0131.32093230<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>in the account and how they will add<br>additional staff needed due to the increase<br>ary, for two years.<br>\$0<br>\$0<br>\$0<br>\$0<br>\$75,000 | Allowable Use<br>10 - Providing mental health services<br>and supports.<br>Iress a COVID-19 need<br>eased mental health needs surfacing as a              |
| Change Request: Previously approved fo<br>ine Item ID: 501-3-0057<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CARES GRANT (COVID19)<br>Function Code<br>2000 - Support Services<br>Please describe the expenditures with   | Is this Item for the 20% Minimuin<br>NO - this item is not marked for Lea<br>Account Number<br>2321.5xxx.2190.0131.32093230<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>in the account and how they will add<br>additional staff needed due to the increase<br>so<br>\$0<br>\$0<br>\$150,000                              | Allowable Use          10 - Providing mental health services and supports.         Iress a COVID-19 need         eased mental health needs surfacing as a |

| Allocation Type                         | Is this Item for the 20% Minimuim Lea     | -  |
|---|---|--|
| Direct Allocation                       | YES - this item is marked for Learning Lo | oss Set Aside Expenditure  |
| Account Name                            | Account Number                            |  |
| ESSER III CARES GRANT (COVID-19)        | 2321.5xxx.2790.051x.3209230               |  |
| Function Code                           | Object Code                               | Allowable Use  |
| 2700 - Student Transportation Services  | 510 - Student Transportation Services     | 4 - Activities to address the unique<br>needs of low-income children, children<br>with disabilities, English learners, racial<br>and ethnic minorities, students<br>experiencing homelessness, and foster<br>care youth, including outreach and<br>service delivery. |
| Please describe the expenditures within | n the account and how they will address   | a COVID-19 need  |

Change Transportation for vulnerable students disproportionately impacted by the Pandemic. Because of COVID-19, it has been difficult to provide transportation due to the bus driver shortage. Providing dedicated transportation for vulnerable students will help ensure attendance at after-school programs and summer school enrichment to reduce learning loss due to COVID-19.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$7,200  |
| Budgeted Expenditures in SFY 2024 | \$75,000 |
| Total Expenditures                | \$82,200 |

<u>Status</u> Task Force Review

# Line Item Comment from KSDE

Change Request: Previously approved for \$500,000 between SFY 23 and 24

| Allocation Type  | Is this Item for the 20% Mi        | nimuim Learning Loss Set Aside Expenditure   |
|--|------------------------------------|--|
| Direct Allocation                                      | NO - this item is not marked       | for Learning Loss Set Aside Expenditure  |
| Account Name   | Account Number                     |  |
| ESSER III CARES GRANT (COVID19)                        | 2321.1000.2000.0653.320923         | 30   |
| Function Code  | Object Code                        | Allowable Use  |
| 2000 - Support Services                                | 653 - Software                     | 10 - Providing mental health services and supports.  |
| Please describe the expenditures with                  | in the account and how they w      | vill address a COVID-19 need   |
| data, students are showing increased risk<br>COVID-19. | c for social emotional, and behave | etc. As evidenced by SRSS-IE results and attendance<br>vioral concerns due to the prolonged effects of |
| Budgeted Expenditures in SFY 2021                      | \$0                                |  |
| Budgeted Expenditures in SFY 2022                      | \$0                                |  |
| Budgeted Expenditures in SFY 2023                      | \$4,000                            |  |
| Budgeted Expenditures in SFY 2024                      | \$16,000                           | <u>Status</u>  |
| Total Expenditures                                     | \$20,000                           | Task Force Review  |
| Line Item Comment from KSDE                            |                                    |  |
|  |                                    |  |
| Change Request: Previously approved fo                 | r \$100,000 between SFY 23 and     | 24   |

| Allocation Type   | Is this Item for the 20% Minimuim I  |  |
|---|--|--|
| Direct Allocation   | NO - this item is not marked for Learn   | ing Loss Set Aside Expenditure   |
| Account Name  | Account Number   |  |
| ESSER III CARES GRANT (COVID19)   | 2321.1000.2000.0350.3209230  |  |
| Function Code   | Object Code  | Allowable Use  |
| 2000 - Support Services   | 320 - Professional-Education Services  | 10 - Providing mental health services and supports.  |
|   |  |  |
| Change Professional Development for So<br>Regulation, or book studies. According t  | in the account and how they will addre<br>ocial Emotional Needs such as Lori Desaul<br>to district screening data, the risk for socia<br>COVID-19. This professional development | ties, Boys Town, Second Step, Zones of<br>emotional, and behavioral concerns has   |
| Change Professional Development for So<br>Regulation, or book studies. According t  | ocial Emotional Needs such as Lori Desaul  | ties, Boys Town, Second Step, Zones of<br>emotional, and behavioral concerns has   |
| Change Professional Development for So<br>Regulation, or book studies. According t<br>increased due to the lingering effects of<br>concerns.  | ocial Emotional Needs such as Lori Desaul<br>to district screening data, the risk for socia  | ties, Boys Town, Second Step, Zones of<br>emotional, and behavioral concerns has   |
| Change Professional Development for So<br>Regulation, or book studies. According t<br>increased due to the lingering effects of<br>concerns.<br>Budgeted Expenditures in SFY 2021   | ocial Emotional Needs such as Lori Desaul<br>to district screening data, the risk for socia<br>COVID-19. This professional development   | ties, Boys Town, Second Step, Zones of<br>emotional, and behavioral concerns has   |
| Change Professional Development for So<br>Regulation, or book studies. According t<br>increased due to the lingering effects of   | ocial Emotional Needs such as Lori Desaul<br>to district screening data, the risk for socia<br>COVID-19. This professional development<br>\$0                                    | ties, Boys Town, Second Step, Zones of<br>emotional, and behavioral concerns has   |
| Change Professional Development for So<br>Regulation, or book studies. According t<br>increased due to the lingering effects of<br>concerns.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | ocial Emotional Needs such as Lori Desaul<br>to district screening data, the risk for socia<br>COVID-19. This professional developmen<br>\$0<br>\$0                              | ties, Boys Town, Second Step, Zones of<br>emotional, and behavioral concerns has   |
| Change Professional Development for So<br>Regulation, or book studies. According t<br>increased due to the lingering effects of<br>concerns.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | ocial Emotional Needs such as Lori Desaul<br>to district screening data, the risk for socia<br>COVID-19. This professional development<br>\$0<br>\$0<br>\$7,000                  | ties, Boys Town, Second Step, Zones of<br>emotional, and behavioral concerns has<br>will better equip staff to address those |

| Allocation Type                         | Is this Item for the 20% Minimuim              | Learning Loss Set Aside Expenditure  |
|---|--|--|
| Direct Allocation                       | NO - this item is not marked for Lea           | rning Loss Set Aside Expenditure   |
| Account Name                            | Account Number                                 |  |
| ESSER III CARES GRANT (COVID19)         | 2321.5xxx.11xx.0111.3209230                    |  |
| Function Code                           | Object Code                                    | Allowable Use  |
| 1000 - Instruction                      | 111 - Full-Time Certified Salaries             | 3 - Providing principals and other school leaders with resources to address individual school needs. |
| Please describe the expenditures withi  | n the account and how they will add            | ress a COVID-19 need   |
| 5                                       | COVID-19. Additionally, smaller class size     | sitions. These positions will increase social zes will increase the ability to focus more time       |
| Budgeted Expenditures in SFY 2021       | \$0  |  |
| Budgeted Expenditures in SFY 2022       | \$0  |  |
| Budgeted Expenditures in SFY 2023       | \$75,000                                       |  |
| Budgeted Expenditures in SFY 2024       | \$325,000                                      | <u>Status</u>  |
| Total Expenditures                      | \$400,000                                      | Task Force Review  |
| Line Item Comment from KSDE             |  |  |
| Change Request: Previously approved for | <sup>+</sup> \$3,480,000 between SFY 23 and 24 |  |
|   |  |  |
| Line Item ID: 501-3-0062                |  |  |

| Allocation Type   |  | <u>nuim Learning Loss Set Aside Expenditure</u>   |
|---|--|---|
| Direct Allocation   | NO - this item is not marked fo  | r Learning Loss Set Aside Expenditure   |
| Account Name  | Account Number   |   |
| ESSER III CARES GRANT (COVID19)   | 2321.5xxx.11xx.02xx3209230   |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 200 - EMPLOYEE BENEFITS  | 3 - Providing principals and other  |
|   |  | school leaders with resources to address individual school needs.   |
|   |  |   |
| Please describe the expenditures with<br>Change: Certified staff or substitutes to r  | -  | address a COVID-19 need<br>ional positions. These positions will increase social  |
| Change: Certified staff or substitutes to r<br>distancing to reduce to transmission of C<br>and attention on students and help redu   | educe class size, benefits. 29 additi<br>COVID-19. Additionally, smaller clas<br>ce learning loss caused by COVID-   | ional positions. These positions will increase social<br>ss sizes will increase the ability to focus more time  |
| Change: Certified staff or substitutes to r<br>distancing to reduce to transmission of C<br>and attention on students and help redu<br>Budgeted Expenditures in SFY 2021  | educe class size, benefits. 29 additi<br>COVID-19. Additionally, smaller clas<br>ce learning loss caused by COVID-<br>\$0  | ional positions. These positions will increase social<br>ss sizes will increase the ability to focus more time  |
| Change: Certified staff or substitutes to r<br>distancing to reduce to transmission of C<br>and attention on students and help redu<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | educe class size, benefits. 29 additi<br>COVID-19. Additionally, smaller clas<br>ce learning loss caused by COVID-<br>\$0<br>\$0                                     | ional positions. These positions will increase social<br>ss sizes will increase the ability to focus more time  |
| Change: Certified staff or substitutes to r<br>distancing to reduce to transmission of C<br>and attention on students and help redu<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | educe class size, benefits. 29 additi<br>COVID-19. Additionally, smaller clas<br>ce learning loss caused by COVID-<br>\$0<br>\$0<br>\$8,000                          | ional positions. These positions will increase social<br>ss sizes will increase the ability to focus more time<br>19.                                       |
| Change: Certified staff or substitutes to r<br>distancing to reduce to transmission of C<br>and attention on students and help redu<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | educe class size, benefits. 29 additi<br>COVID-19. Additionally, smaller clas<br>ce learning loss caused by COVID-<br>\$0<br>\$0                                     | ional positions. These positions will increase social<br>ss sizes will increase the ability to focus more time  |
| Change: Certified staff or substitutes to r<br>distancing to reduce to transmission of C<br>and attention on students and help redu<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | educe class size, benefits. 29 additi<br>COVID-19. Additionally, smaller clas<br>ce learning loss caused by COVID-<br>\$0<br>\$0<br>\$8,000                          | ional positions. These positions will increase social<br>ss sizes will increase the ability to focus more time<br>19.                                       |
| Change: Certified staff or substitutes to r<br>distancing to reduce to transmission of C<br>and attention on students and help redu<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | educe class size, benefits. 29 additi<br>COVID-19. Additionally, smaller clas<br>ce learning loss caused by COVID-<br>\$0<br>\$0<br>\$8,000<br>\$25,000              | ional positions. These positions will increase social<br>ss sizes will increase the ability to focus more time<br>19.<br><u><b>Status</b></u>               |
| Change: Certified staff or substitutes to r<br>distancing to reduce to transmission of C<br>and attention on students and help redu<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Total Expenditures                | educe class size, benefits. 29 additi<br>COVID-19. Additionally, smaller class<br>ce learning loss caused by COVID-<br>\$0<br>\$0<br>\$8,000<br>\$25,000<br>\$33,000 | ional positions. These positions will increase social<br>ss sizes will increase the ability to focus more time<br>19.<br><b>Status</b><br>Task Force Review |

| Allocation Type  | Is this Item for the 20% Minimuim  | Learning Loss Set Aside Expenditure  |  |
|--|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |  |
| Account Name   | Account Number   |  |  |
| ESSER III CARES GRANT (COVID-19)   | 2321.1000.2620.0610.3209230 Object Code Allowable Use  |  |  |
| Function Code  |  |  |  |
| 2620 - Maintenance of Buildings  | 610 - General Supplies and Materials   | 7 - Purchasing supplies to sanitize and clean LEA and school facilities.                             |  |
| Please describe the expenditures with  | in the account and how they will addro   | ess a COVID-19 need  |  |
| the cases go down, we believe that fewe<br>to spend dollars cleaning and sanitizing<br>warranted, we reserved some budget au | r dollars will need to be spent using ESSE<br>supplies as needed to prevent COVID-19<br>thority to purchase PPE for students and |  |  |
| 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  | <u>Status</u>  |  |
| Total Expenditures   | \$200,000  | Task Force Review  |  |
| Line Item Comment from KSDE  |  |  |  |
| Change Request: Previously approved fo   | r \$500,000 between SFY 23 and 24  |  |  |
| ne Item ID: 501-3-0064   |  |  |  |
| Allocation Type  | Is this Item for the 20% Minimuim  | Learning Loss Set Aside Expenditure  |  |
| Direct Allocation  | NO - this item is not marked for Lear  | • ·  |  |
| Account Name   | Account Number   |  |  |
|  | 2321.5xxx.11ss.0111.3209230  |  |  |
| ESSER III CARES GRANT (COVID19)  |  | Allowable Use  |  |
|  | Object Code  | Allowable use  |  |
| Function Code  | <b>Object Code</b>   | 2 - Providing principals and other   |  |
| ESSER III CARES GRANT (COVID19)<br>Function Code<br>1000 - Instruction   | <b>Object Code</b><br>111 - Full-Time Certified Salaries   | 3 - Providing principals and other school leaders with resources to address individual school needs. |  |

Change: Technology Instructional Specialists, salary to provide project-based technology curriculum to middle school students which will increase engagement and help students recover from learning loss due to COVID-19. Two Years. For more detailed information, please see additional documentation. COVID-19 Nexus:

Due to COVID-19, all students received free meals this year. As a result, during 2021-22 enrollment, several families did not turn in their home economic surveys. This resulted in a significant amount of lost revenue for the district. Accordingly, several district positions are likely to be eliminated, including technology instructors.

Increasing engagement in middle school computer courses will help recover learning loss for students.

The district is proposing restructuring the middle school technology teaching positions into a more robust teaching position focusing on a project-based curriculum. Project Lead the Way (PLTW), https://www.pltw.org/, is a curriculum framework that encourages hands-on, solution-based learning. The district has secured other grant funding for the training and for some of the materials. The district hopes to secure additional funding and also begin to offer vertically aligned computer courses K-12th grade.

Teachers must go through a rigorous training program in order to teach PLTW courses. This training helps ensure that teachers are well prepared to teach students as technology instructional specialists. While no endorsement is currently required to teach middle school technology classes, the district believes that this training offers an opportunity to ensure that middle school technology teachers are well-qualified to teach.

Our students, especially middle school students, have had a difficult time engaging this school year. It is believed that by offering this engaging framework, middle school students who are at a formative stage, will more likely engage in their coursework.

Funding 10 FTE positions with ESSER funds, will ensure that all middle schools have access to 1.5 Technology Instructional Specialists to help them increase engagement and offer more students the opportunity to take three computer science courses in middle school. It will also provide a teacher at College Prep Academy for students who often miss the opportunity to take computer classes due to the travel time required to attend College Prep Academy. The district intends to place an emphasis on digital citizenship and internet safety as middle school students are incredibly vulnerable and at increased risk for cyber dangers. This investment will also ensure that as middle school students begin their Individualized Plans of Study and participate in Career and Technical Education Courses, their middle school computer courses and skills will increase their post-school success as well. Increasing engagement in computer courses will likely increase attendance, improve engagement in other classes, and help recover learning loss due to COVID-19.

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$0       |
| Budgeted Expenditures in SFY 2023 | \$450,000 |
| Budgeted Expenditures in SFY 2024 | \$450,000 |
| Total Expenditures                | \$900,000 |

<u>Status</u> Task Force Review

#### Line Item Comment from KSDE

Change Request: Previously approved for \$1,200,000 between SFY 23 and 24

| Allocation Type   | <u>Is this Item for the 20% Minir</u>   | <u>nuim Learning Loss Set Aside Expenditure</u>   |
|---|---|---|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |
| Account Name  | Account Number  |   |
| ESSER III CARES GRANT (COVID19)   | 2321.4110.2510.05xx.3209230   |   |
| Function Code   | Object Code   | Allowable Use   |
| 2500 - Central Services   | 580 - Staff Travel  | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.  |
| Please describe the expenditures withi  | n the account and how they will   | address a COVID-19 need   |
| New: Federal Funds Grant Management 1<br>grant funding. 2 years.  | forum travel and expenses for four  | staff members needed to manage COVID-19   |
| Budgeted Expenditures in SFY 2021   | \$0   |   |
| Budgeted Expenditures in SFY 2022   | \$0   |   |
| Budgeted Expenditures in SFY 2023   | \$2,500   |   |
| Budgeted Expenditures in SFY 2024   | \$2,500   | <u>Status</u>   |
| Total Expenditures  | \$5,000   | Task Force Review   |
|   |   |   |
| Line Item Comment from KCDC   |   |   |
| Line Item Comment from KSDE   |   |   |
| Line Item Comment from KSDE<br>New Line Item  |   |   |
| New Line Item   |   |   |
| New Line Item<br>ne Item ID: 501-3-0066   | Is this Item for the 20% Minir  | nuim Learning Loss Set Aside Expenditure  |
| New Line Item<br>ne Item ID: 501-3-0066<br>Allocation Type  |   | <b>muim Learning Loss Set Aside Expenditure</b><br>or Learning Loss Set Aside Expenditure   |
| New Line Item<br>ne Item ID: 501-3-0066<br>Allocation Type<br>Direct Allocation   |   | <b>.</b> .  |
| New Line Item<br>ne Item ID: 501-3-0066<br>Allocation Type<br>Direct Allocation<br>Account Name   | NO - this item is not marked fo   |   |
| New Line Item<br>ne Item ID: 501-3-0066<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CARES GRANT (COVID19)  | NO - this item is not marked fo<br><u>Account Number</u><br>2321.1000.1000.0350.3209230   | r Learning Loss Set Aside Expenditure   |
| New Line Item<br>ne Item ID: 501-3-0066<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CARES GRANT (COVID19)<br>Function Code   | NO - this item is not marked fo<br><u>Account Number</u><br>2321.1000.1000.0350.3209230<br>Object Code  | r Learning Loss Set Aside Expenditure Allowable Use   |
|   | NO - this item is not marked fo<br><u>Account Number</u><br>2321.1000.1000.0350.3209230   | r Learning Loss Set Aside Expenditure   |
| New Line Item ne Item ID: 501-3-0066 Allocation Type Direct Allocation Account Name ESSER III CARES GRANT (COVID19) Function Code 1000 - Instruction  | NO - this item is not marked for<br>Account Number<br>2321.1000.1000.0350.3209230<br>Object Code<br>350 - Technical Services  | Allowable Use 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.  |
| New Line Item Ine Item ID: 501-3-0066 Allocation Type Direct Allocation Account Name ESSER III CARES GRANT (COVID19) Function Code 1000 - Instruction Please describe the expenditures withi  | NO - this item is not marked for<br><u>Account Number</u><br>2321.1000.1000.0350.3209230<br><u>Object Code</u><br>350 - Technical Services<br>in the account and how they will  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| New Line Item  he Item ID: 501-3-0066  Allocation Type Direct Allocation  Account Name ESSER III CARES GRANT (COVID19)  Function Code 1000 - Instruction  Please describe the expenditures withi New Due to staffing shortages, internatio up to 4 teachers. 1 year.  | NO - this item is not marked for<br><u>Account Number</u><br>2321.1000.1000.0350.3209230<br><u>Object Code</u><br>350 - Technical Services<br>in the account and how they will  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| New Line Item  he Item ID: 501-3-0066  Allocation Type Direct Allocation  Account Name ESSER III CARES GRANT (COVID19)  Function Code 1000 - Instruction  Please describe the expenditures withi New Due to staffing shortages, internatio up to 4 teachers. 1 year.  Budgeted Expenditures in SFY 2021   | NO - this item is not marked for<br><u>Account Number</u><br>2321.1000.1000.0350.3209230<br><u>Object Code</u><br>350 - Technical Services<br>in the account and how they will<br>onal teachers are being recruited for   | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| New Line Item ne Item ID: 501-3-0066 Allocation Type Direct Allocation Account Name ESSER III CARES GRANT (COVID19) Function Code 1000 - Instruction Please describe the expenditures withi New Due to staffing shortages, internation up to 4 teachers. 1 year. Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022  | NO - this item is not marked for<br>Account Number<br>2321.1000.1000.0350.3209230<br>Object Code<br>350 - Technical Services<br>In the account and how they will<br>onal teachers are being recruited for<br>\$0  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| New Line Item ne Item ID: 501-3-0066 Allocation Type Direct Allocation Account Name ESSER III CARES GRANT (COVID19) Function Code 1000 - Instruction Please describe the expenditures withi New Due to staffing shortages, internatio up to 4 teachers. 1 year. Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 Budgeted Expenditures in SFY 2023   | NO - this item is not marked for<br>Account Number<br>2321.1000.1000.0350.3209230<br>Object Code<br>350 - Technical Services<br>In the account and how they will<br>onal teachers are being recruited for<br>\$0<br>\$0<br>\$0  | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.   |
| New Line Item<br>ne Item ID: 501-3-0066<br><u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>ESSER III CARES GRANT (COVID19)<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures within<br>New Due to staffing shortages, internation  | NO - this item is not marked for<br>Account Number<br>2321.1000.1000.0350.3209230<br>Object Code<br>350 - Technical Services<br>In the account and how they will<br>onal teachers are being recruited for<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0                      | Allowable Use          16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.         I address a COVID-19 need         or vacant positions. Legal and immigration fees for |
| New Line Item<br>ne Item ID: 501-3-0066<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III CARES GRANT (COVID19)<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>New Due to staffing shortages, internatio<br>up to 4 teachers. 1 year.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | NO - this item is not marked for<br>Account Number<br>2321.1000.1000.0350.3209230<br>Object Code<br>350 - Technical Services<br>In the account and how they will<br>onal teachers are being recruited for<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0<br>\$0 | Allowable Use<br>16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.<br>address a COVID-19 need<br>for vacant positions. Legal and immigration fees fo             |

| <u>Allocation Type</u>  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |
|---|---|---|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |
| Account Name  | Account Number  |   |
| ESSER III CARES GRANT (COVID19)   | 2321.1000.2120.653.3209230  |   |
| Function Code   | Object Code   | Allowable Use   |
| 2100 - Support Services (Students)  | 653 - Software  | 4 - Activities to address the unique<br>needs of low-income children, children<br>with disabilities, English learners, racial<br>and ethnic minorities, students<br>experiencing homelessness, and foster |
| <b>Please describe the expenditures with</b><br>New: Purchase Docusign for virtual meet   | •   | care youth, including outreach and<br>service delivery.<br>ill address a COVID-19 need<br>equired to address learning loss or 504/GEI plans   |
| •   | •   | service delivery.   |
| New: Purchase Docusign for virtual meet   | ings needed due to COVID-19 re  | service delivery.<br>ill address a COVID-19 need  |
| New: Purchase Docusign for virtual meet<br>Budgeted Expenditures in SFY 2021  | ings needed due to COVID-19 re<br>\$0                                 | service delivery.   |
| New: Purchase Docusign for virtual meet<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | ings needed due to COVID-19 re<br>\$0<br>\$0                          | service delivery.<br>ill address a COVID-19 need  |
| New: Purchase Docusign for virtual meet<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | ings needed due to COVID-19 re<br>\$0<br>\$0<br>\$3,000               | service delivery.<br>ill address a COVID-19 need<br>equired to address learning loss or 504/GEI plans   |
| New: Purchase Docusign for virtual meet<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | ings needed due to COVID-19 re<br>\$0<br>\$0<br>\$3,000<br>\$3,000    | service delivery.<br><b>ill address a COVID-19 need</b><br>equired to address learning loss or 504/GEI plans  |

| Allocation Type  | <u>Is this Item for the 20% Mini</u>                                | imuim Learning Loss Set Aside Expenditure  |  |
|--|---|--|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure   |  |  |
| Account Name   | Account Number  |  |  |
| ESSER III CARES GRANT (COVID19)  | 2321.3370.2720.0519.3209230   | 1  |  |
| Function Code  | Object Code   | Allowable Use  |  |
| 2700 - Student Transportation Services   | 510 - Student Transportation  | Services 11A - Planning and implementing summer learning or enrichment programs. |  |
| Please describe the expenditures with<br>Provide transportation to summer schoo  | •   | ll address a COVID-19 need   |  |
| Provide transportation to summer schoo   | •   | ll address a COVID-19 need   |  |
| Provide transportation to summer schoo<br>Budgeted Expenditures in SFY 2021  | l to address learning loss due to (                                 | ll address a COVID-19 need   |  |
| •  | l to address learning loss due to (<br>\$0                          | ll address a COVID-19 need   |  |
| Provide transportation to summer schoo<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022   | l to address learning loss due to 0<br>\$0<br>\$0                   | ll address a COVID-19 need   |  |
| Provide transportation to summer schoo<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023                                      | l to address learning loss due to 0<br>\$0<br>\$0<br>\$10,000       | II address a COVID-19 need   |  |
| Provide transportation to summer schoo<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024 | l to address learning loss due to 0<br>\$0<br>\$10,000<br>\$100,000 | II address a COVID-19 need<br>COVID-19.<br><u>Status</u>                         |  |

| Allocation Type   | <u>Is this Item for the 20% Minimuim</u>  | <u>n Learning Loss Set Aside Expenditure</u>  |  |
|---|---|---|--|
| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure   |   |  |
| Account Name  |   |   |  |
| ESSER III CARES GRANT (COVID19)   | 2321.3370.11xx.01xx.3209230   |   |  |
| Function Code   | Object Code   | Allowable Use   |  |
| 1000 - Instruction  | 113 - Part-Time Certified Salaries  | 11A - Planning and implementing summer learning or enrichment   |  |
| Please describe the expenditures with   | -   |   |  |
| Change Summer School Extended School<br>health staff. Students in grades Pk-12 can<br>COVID-19 (Kansas Standards) of core and<br>camps or credit recovery courses (high sc<br>disproportionately impacted students ex   | bl Year Academic Enrichment, salary- 130<br>n enroll in a summer academic program<br>d supplemental learning through hands<br>chool only). Programs will be open to an<br>chibiting learning loss due to COVID-19.  | 0 certified, 60 classified staff including menta<br>a that will be focused on learning loss due to<br>s-on, student-centered instruction, enrichmen<br>ny students, but priority will be given to   |  |
| Change Summer School Extended School<br>health staff. Students in grades Pk-12 can<br>COVID-19 (Kansas Standards) of core and<br>camps or credit recovery courses (high sc<br>disproportionately impacted students ex<br>screening and performance data by the b  | ol Year Academic Enrichment, salary- 130<br>n enroll in a summer academic program<br>d supplemental learning through hands<br>chool only). Programs will be open to an<br>chibiting learning loss due to COVID-19.<br>building leadership team. Two years.                                  | 0 certified, 60 classified staff including menta<br>a that will be focused on learning loss due to<br>s-on, student-centered instruction, enrichmen<br>ny students, but priority will be given to   |  |
| Change Summer School Extended School<br>health staff. Students in grades Pk-12 can<br>COVID-19 (Kansas Standards) of core and<br>camps or credit recovery courses (high sc<br>disproportionately impacted students ex<br>screening and performance data by the b<br>Budgeted Expenditures in SFY 2021   | ol Year Academic Enrichment, salary- 134<br>n enroll in a summer academic program<br>d supplemental learning through hands<br>chool only). Programs will be open to an<br>chibiting learning loss due to COVID-19.<br>building leadership team. Two years.<br>\$0                           | 0 certified, 60 classified staff including menta<br>a that will be focused on learning loss due to<br>s-on, student-centered instruction, enrichmen<br>ny students, but priority will be given to   |  |
| Change Summer School Extended School<br>health staff. Students in grades Pk-12 can<br>COVID-19 (Kansas Standards) of core and<br>camps or credit recovery courses (high se<br>disproportionately impacted students ex<br>screening and performance data by the B<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | ol Year Academic Enrichment, salary- 130<br>n enroll in a summer academic program<br>d supplemental learning through hands<br>chool only). Programs will be open to an<br>hibiting learning loss due to COVID-19.<br>building leadership team. Two years.<br>\$0<br>\$150,000               | 0 certified, 60 classified staff including menta<br>a that will be focused on learning loss due to<br>s-on, student-centered instruction, enrichmen<br>ny students, but priority will be given to   |  |
| Change Summer School Extended School<br>health staff. Students in grades Pk-12 can<br>COVID-19 (Kansas Standards) of core and<br>camps or credit recovery courses (high sc<br>disproportionately impacted students ex<br>screening and performance data by the B<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023 | ol Year Academic Enrichment, salary- 130<br>n enroll in a summer academic program<br>d supplemental learning through hands<br>chool only). Programs will be open to an<br>thibiting learning loss due to COVID-19.<br>building leadership team. Two years.<br>\$0<br>\$150,000<br>\$250,000 | 0 certified, 60 classified staff including menta<br>a that will be focused on learning loss due to<br>a con, student-centered instruction, enrichmen<br>ny students, but priority will be given to<br>These students will be identified using |  |
| Change Summer School Extended School<br>health staff. Students in grades Pk-12 can<br>COVID-19 (Kansas Standards) of core and<br>camps or credit recovery courses (high sc<br>disproportionately impacted students ex<br>screening and performance data by the B<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022                                      | ol Year Academic Enrichment, salary- 130<br>n enroll in a summer academic program<br>d supplemental learning through hands<br>chool only). Programs will be open to an<br>hibiting learning loss due to COVID-19.<br>building leadership team. Two years.<br>\$0<br>\$150,000               | 0 certified, 60 classified staff including menta<br>a that will be focused on learning loss due to<br>s-on, student-centered instruction, enrichmer<br>ny students, but priority will be given to   |  |

# Line Item Comment from KSDE

Continuation of line 56

| Allocation Type  | <u>Is this Item for the 20% Minimuim Le</u>  | earning Loss Set Aside Expenditure   |  |
|--|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learni  | ng Loss Set Aside Expenditure  |  |
| Account Name   | Account Number   |  |  |
| ESSER III-CARES GRANT(COVID19)   | 2321.1000.1000.02xx.3209230  |  |  |
| Function Code  | Object Code Allowable Use  |  |  |
| 1000 - Instruction   | 200 - EMPLOYEE BENEFITS  | 16 - Other activities necessary to   |  |
|  |  | maintain LEA operations and services and employ existing LEA staff.  |  |
| Please describe the expenditures withi   | in the account and how they will addres  | ss a COVID-19 need   |  |
| uarterly to staff members with 95% atte  | oloyees, \$2400 for substitutes, and an add<br>endance. Retaining employees and encoura<br>red to stay open while the Pandemic conti   | aging more frequent attendance is vital to   |  |
| Budgeted Expenditures in SFY 2021  | \$0  |  |  |
| Budgeted Expenditures in SFY 2022  | \$0  |  |  |
| Budgeted Expenditures in SFY 2023  | \$1,500,000  |  |  |
| Budgeted Expenditures in SFY 2024  | \$0  | <u>Status</u>  |  |
| Total Expenditures   | \$1,500,000  | Approved   |  |
|  |  |  |  |
| ne Item ID: 501-3-0012   |  |  |  |
|  |  |  |  |
| Allocation Type  | Is this Item for the 20% Minimuim Lo   | <u>earning Loss Set Aside Expenditure</u>  |  |
|  | Is this Item for the 20% Minimuim Lo<br>NO - this item is not marked for Learni  | •  |  |
| Direct Allocation  |  | •  |  |
| Direct Allocation  | NO - this item is not marked for Learni  | •  |  |
| Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)  | NO - this item is not marked for Learni<br><u>Account Number</u><br>2321.1000.1000.0610.3209230  | •  |  |
| Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code   | NO - this item is not marked for Learni<br><u>Account Number</u>   | ng Loss Set Aside Expenditure  |  |
| Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code   | NO - this item is not marked for Learni<br><u>Account Number</u><br>2321.1000.1000.0610.3209230<br><b>Object Code</b>  | Allowable Use<br>3 - Providing principals and other<br>school leaders with resources to  |  |
| Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code   | NO - this item is not marked for Learni<br><u>Account Number</u><br>2321.1000.1000.0610.3209230<br><b>Object Code</b>  | ng Loss Set Aside Expenditure Allowable Use 3 - Providing principals and other   |  |
| Direct Allocation<br>Account Name<br>ESSER IiI-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction   | NO - this item is not marked for Learni<br><u>Account Number</u><br>2321.1000.1000.0610.3209230<br><b>Object Code</b>  | ng Loss Set Aside Expenditure         Allowable Use         3 - Providing principals and other school leaders with resources to address individual school needs.                           |  |
| Direct Allocation Account Name ESSER III-CARES GRANT(COVID19) Function Code 1000 - Instruction Please describe the expenditures withi Providing principals with a \$10,000 discreted tems/materials/professional development   | NO - this item is not marked for Learni<br><u>Account Number</u><br>2321.1000.1000.0610.3209230<br><u>Object Code</u><br>610 - General Supplies and Materials  | Allowable Use<br>3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.<br>ss a COVID-19 need<br>I from the district office, allowable |  |
| Direct Allocation  Account Name ESSER IiI-CARES GRANT(COVID19)  Function Code 1000 - Instruction  Please describe the expenditures withi Providing principals with a \$10,000 discretems/materials/professional development puilding.                                  | NO - this item is not marked for Learni<br><u>Account Number</u><br>2321.1000.1000.0610.3209230<br><u>Object Code</u><br>610 - General Supplies and Materials<br>in the account and how they will address<br>etionary budget to purchase, with approva                                       | Allowable Use<br>3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.<br>ss a COVID-19 need<br>I from the district office, allowable |  |
| Direct Allocation Account Name ESSER III-CARES GRANT(COVID19) Function Code 1000 - Instruction Please describe the expenditures withi Providing principals with a \$10,000 discre- items/materials/professional developmen building. Budgeted Expenditures in SFY 2021 | NO - this item is not marked for Learni<br>Account Number<br>2321.1000.1000.0610.3209230<br>Object Code<br>610 - General Supplies and Materials<br>in the account and how they will address<br>etionary budget to purchase, with approva<br>in needed due to the effects of COVID-19         | Allowable Use<br>3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.<br>ss a COVID-19 need<br>I from the district office, allowable |  |
| Providing principals with a \$10,000 discre  | NO - this item is not marked for Learni<br>Account Number<br>2321.1000.1000.0610.3209230<br>Object Code<br>610 - General Supplies and Materials<br>in the account and how they will address<br>etionary budget to purchase, with approva<br>int needed due to the effects of COVID-19<br>\$0 | Allowable Use<br>3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs.<br>ss a COVID-19 need<br>I from the district office, allowable |  |

\$300,000

Approved

**Total Expenditures** 

| <u>Allocation Type</u><br>Direct Allocation | Is this Item for the 20% Minimuim Lea   |   |  |
|---|---|---|--|
| Direct Allocation                           | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |  |
| Account Name                                | Account Number  |   |  |
| ESSER III-CARES GRANT(COVID19)              | 2321.1000.1000.0111.3209230   |   |  |
| Function Code                               | Object Code Allowable Use   |   |  |
| 1000 - Instruction                          | 200 - EMPLOYEE BENEFITS   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |
| Please describe the expenditures withi      | in the account and how they will address  | a COVID-19 need   |  |
|   | efits to provide project based technology cuents recover from learning loss due to COVIE<br>nentation.<br>\$0 |   |  |
| Budgeted Expenditures in SFY 2022           | \$0   |   |  |
| Budgeted Expenditures in SFY 2023           | \$54,000  |   |  |
| Budgeted Expenditures in SFY 2023           | \$54,000  | Status  |  |
| Total Expenditures                          | \$108,000   | Approved  |  |
|   | \$100,000   | Αμριονεά  |  |
| ne Item ID: 501-3-0015                      |   |   |  |
| Allocation Type                             | Is this Item for the 20% Minimuim Lea   | rning Loss Set Aside Expenditure  |  |
| Direct Allocation                           | NO - this item is not marked for Learning   | g Loss Set Aside Expenditure  |  |
| Account Name                                | Account Number  |   |  |
| ESSER lil-CARES GRANT(COVID19)              | 2321.1000.2000.0112.3209230   |   |  |
| Function Code                               | Object Code   | Allowable Use   |  |
| 1000 - Instruction                          | 112 - Full-Time Substitutes' Salaries for<br>Certified Staff  | 12 - Addressing learning loss among students, including vulnerable populations.       |  |
| Plassa dassriba tha avmanditures withi      | in the account and how they will address  | a COVID-19 need   |  |
|   |   |   |  |

students recover from learning loss due to COVID-19. Two Years. \$20 per hour.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$8,000  |
| Budgeted Expenditures in SFY 2024 | \$2,000  |
| Total Expenditures                | \$10,000 |

| <u>Sta</u> | atus   |  |  |
|------------|--------|--|--|
| Ар         | proved |  |  |

| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |
|--|--|--|
|  |  |  |
| Account Name   | Account Number   |  |
| ESSER III-CARES GRANT(COVID19)   | 2321.1000.1000.0610.3209230  |  |
| Function Code  | Object Code  | Allowable Use  |
| 1000 - Instruction   | 610 - General Supplies and Materials   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures withi   | n the account and how they will address  | a COVID-19 need  |
| 5  | e Way courses. These new courses will prov<br>student recover from learning loss due to C  |  |
| Budgeted Expenditures in SFY 2021  | \$0  |  |
| Budgeted Expenditures in SFY 2022  | \$0  |  |
| Budgeted Expenditures in SFY 2023  | \$175,000  |  |
|  | \$O  | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024  | + -  |  |
| 2 1  | \$175,000  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures  |  | Approved   |
| <b>-</b> .   |  | Approved   |
| ne Item ID: 501-3-0017   |  |  |
| Total Expenditures   | \$175,000  | urning Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 501-3-0017 Allocation Type  | \$175,000<br>Is this Item for the 20% Minimuim Lea   | urning Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 501-3-0017 Allocation Type Direct Allocation  | \$175,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Los   | urning Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 501-3-0017 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19)  | \$175,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Los<br>Account Number   | urning Loss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 501-3-0017 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19) Function Code  | \$175,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Los<br>Account Number<br>2321.1000.1000.0112.3209230  | arning Loss Set Aside Expenditure<br>ss Set Aside Expenditure  |
| Total Expenditures ne Item ID: 501-3-0017 Allocation Type Direct Allocation Account Name   | \$175,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Los<br>Account Number<br>2321.1000.1000.0112.3209230<br>Object Code   | ss Set Aside Expenditure<br>Allowable Use  |
| Total Expenditures ne Item ID: 501-3-0017 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19) Function Code 1000 - Instruction   | \$175,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Los<br>Account Number<br>2321.1000.1000.0112.3209230<br>Object Code<br>112 - Full-Time Substitutes' Salaries for  | Allowable Use<br>11B - Planning and implementing<br>supplemental after-school programs.  |
| Total Expenditures Total Expenditures ne Item ID: 501-3-0017 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19) Function Code 1000 - Instruction Please describe the expenditures withi After School Staff, salary. After school pro assistance. We are budgeting for 288 cer average 2 hours per day, 3.5 days per we  | \$175,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Los<br>Account Number<br>2321.1000.1000.0112.3209230<br>Object Code<br>112 - Full-Time Substitutes' Salaries for<br>Certified Staff   | Allowable Use<br>11B - Planning and implementing<br>supplemental after-school programs.<br>a COVID-19 need<br>enrichment actives and homework<br>the after school programs. The program<br>ny students, but priority will be given to  |
| Total Expenditures Total Expenditures ne Item ID: 501-3-0017 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19) Function Code 1000 - Instruction Please describe the expenditures withi After School Staff, salary. After school pro assistance. We are budgeting for 288 cer average 2 hours per day, 3.5 days per we  | \$175,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Los<br>Account Number<br>2321.1000.1000.0112.3209230<br>Object Code<br>112 - Full-Time Substitutes' Salaries for<br>Certified Staff<br>n the account and how they will address<br>ograms will provide academic intervention, et<br>tified staff and 54 classified staff to work at the<br>k for 30 weeks. Programs will be open to a  | Allowable Use<br>11B - Planning and implementing<br>supplemental after-school programs.<br>a COVID-19 need<br>enrichment actives and homework<br>the after school programs. The program<br>ny students, but priority will be given to  |
| Total Expenditures Total Expenditures ne Item ID: 501-3-0017 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19) Function Code 1000 - Instruction Please describe the expenditures withi After School Staff, salary. After school pro assistance. We are budgeting for 288 cer average 2 hours per day, 3.5 days per we disproportionately impacted students exit  | \$175,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Los<br>Account Number<br>2321.1000.1000.0112.3209230<br>Object Code<br>112 - Full-Time Substitutes' Salaries for<br>Certified Staff<br>n the account and how they will address<br>ograms will provide academic intervention, et<br>tified staff and 54 classified staff to work at the<br>k for 30 weeks. Programs will be open to a<br>hibiting learning loss due to COVID-19. Two                             | Allowable Use<br>11B - Planning and implementing<br>supplemental after-school programs.<br>a COVID-19 need<br>enrichment actives and homework<br>the after school programs. The program<br>ny students, but priority will be given to  |
| Total Expenditures Total Expenditures ne Item ID: 501-3-0017 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19) Function Code 1000 - Instruction Please describe the expenditures withi After School Staff, salary. After school pro assistance. We are budgeting for 288 cer average 2 hours per day, 3.5 days per we disproportionately impacted students exi Budgeted Expenditures in SFY 2021                                   | \$175,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Los<br>Account Number<br>2321.1000.1000.0112.3209230<br>Object Code<br>112 - Full-Time Substitutes' Salaries for<br>Certified Staff<br>n the account and how they will address<br>ograms will provide academic intervention, et<br>tified staff and 54 classified staff to work at the<br>k for 30 weeks. Programs will be open to a<br>hibiting learning loss due to COVID-19. Two<br>\$0                      | Allowable Use<br>11B - Planning and implementing<br>supplemental after-school programs.<br>a COVID-19 need<br>enrichment actives and homework<br>the after school programs. The program<br>ny students, but priority will be given to  |
| Total Expenditures Total Expenditures ne Item ID: 501-3-0017 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19) Function Code 1000 - Instruction Please describe the expenditures withi After School Staff, salary. After school pro assistance. We are budgeting for 288 cer average 2 hours per day, 3.5 days per we disproportionately impacted students exi Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$175,000<br>Is this Item for the 20% Minimuim Lea<br>YES - this item is marked for Learning Los<br>Account Number<br>2321.1000.1000.0112.3209230<br>Object Code<br>112 - Full-Time Substitutes' Salaries for<br>Certified Staff<br>n the account and how they will address<br>ograms will provide academic intervention, et<br>tified staff and 54 classified staff to work at the<br>ek for 30 weeks. Programs will be open to a<br>hibiting learning loss due to COVID-19. Two<br>\$0<br>\$0<br>\$546,000 | Allowable Use<br>11B - Planning and implementing<br>supplemental after-school programs.<br>a COVID-19 need<br>enrichment actives and homework<br>the after school programs. The programs<br>ny students, but priority will be given to |

| Allocation Type  | Is this Item for the 20% Minimuim Le   | arning Loss Set Aside Expenditure  |  |
|--|--|--|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name   | Account Number   |  |  |
| ESSER III-CARES GRANT(COVID19)   | 2321.1000.1000.0200.3209230  |  |  |
| Function Code  | Object Code  | Allowable Use  |  |
| 000 - Instruction  | 200 - EMPLOYEE BENEFITS  | 11B - Planning and implementing supplemental after-school programs.                      |  |
| Please describe the expenditures withi   | n the account and how they will address  | s a COVID-19 need  |  |
| issistance. We are budgeting for 288 cer<br>werage 2 hours per day, 3.5 days per we<br>lisproportionately impacted students ex | programs will provide academic interventic<br>tified staff and 54 classified staff to work at<br>ek for 30 weeks. Programs will be open to<br>hibiting learning loss due to COVID-19. Tw | t the after school programs. The programs<br>any students, but priority will be given to |  |
| Budgeted Expenditures in SFY 2021  | \$0  |  |  |
| Budgeted Expenditures in SFY 2022  | \$54,000   |  |  |
| Budgeted Expenditures in SFY 2023  | \$54,000   |  |  |
| Budgeted Expenditures in SFY 2024  | \$54,000   | <u>Status</u>  |  |
| otal Expenditures  | \$162,000  | Approved   |  |
| ne Item ID: 501-3-0019   |  |  |  |
| Allocation Type  | Is this Item for the 20% Minimuim Le   | arning Loss Set Aside Expenditure  |  |
| Direct Allocation  | YES - this item is marked for Learning L   | oss Set Aside Expenditure  |  |
| Account Name   | Account Number   |  |  |
| ESSER III-CARES GRANT(COVID19)   | 2321.1000.1000.0610.3209230  |  |  |
| Function Code  | Object Code  | Allowable Use  |  |
| 000 - Instruction  | 610 - General Supplies and Materials   | 11B - Planning and implementing supplemental after-school programs.                      |  |
| Please describe the expenditures withi   | n the account and how they will addres   | s a COVID-19 need  |  |
| assistance. The programs average 2 hour<br>out priority will be given to disproportior   | ams will provide academic intervention, en<br>s per day, 3.5 days per week for 30 weeks.<br>nately impacted students exhibiting learnin<br>formance data by the building leadership      | Programs will be open to any students, g loss due to COVID-19. These students            |  |
|  |  |  |  |
| Budgeted Expenditures in SFY 2021  | \$0  |  |  |

| budgeted Experialtures in SIT 2022 | \$100,000 |
|------------------------------------|-----------|
| Budgeted Expenditures in SFY 2023  | \$200,000 |
| Budgeted Expenditures in SFY 2024  | \$200,000 |
| Total Expenditures                 | \$500,000 |

| <u>Status</u> |
|---------------|
| Approved      |
|               |

| Allocation Type   | <u>Is this Item for the 20% Minimu</u>   | im Learning Loss Set Aside Expenditure  |  |
|---|--|---|--|
| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure  |   |  |
| Account Name  | Account Number   |   |  |
| ESSER III-CARES GRANT(COVID19)  | 2321.3370.1000.0200.3209230  |   |  |
| Function Code   | Object Code  | Allowable Use   |  |
| 1000 - Instruction  | 200 - EMPLOYEE BENEFITS  | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.   |  |
| staff. Students in grades Pk-12 can enro  | Academic Enrichment, benefits- 130 ce<br>oll in a summer academic program that<br>nental learning through hands on, stud | <b>Idress a COVID-19 need</b><br>rtified, 60 classified staff including mental health<br>will focused on learning loss due to Covid<br>lent centered instruction, enrichment camps or |  |
| credit recovery courses (high school on   |  | ents, but priority will be given to   |  |
| ,   | exhibiting learning loss due to COVID-   |   |  |
| disproportionately impacted students e  | exhibiting learning loss due to COVID-   | ents, but priority will be given to   |  |
| disproportionately impacted students e<br>screening and performance data by the | exhibiting learning loss due to COVID-<br>e building leadership team. Two years.   | ents, but priority will be given to   |  |

<u>Status</u>

| Total Expenditures       | \$45,000 | Approved |
|--------------------------|----------|----------|
|                          |          |          |
| Line Item ID: 501-3-0022 |          |          |

\$15,000

Budgeted Expenditures in SFY 2024

| <u>Allocation Type</u><br>Direct Allocation           | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |   |  |
|---|--|---|--|
| <u>Account Name</u><br>ESSER liI-CARES GRANT(COVID19) | Account Number<br>2321.3370.1000.0610.3209230  |   |  |
| Function Code   | Object Code  | Allowable Use   |  |
| 1000 - Instruction                                    | 610 - General Supplies and Materials   | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |
| Please describe the expenditures withi                | n the account and how they will address  | a COVID-19 need   |  |
| summer academic program that will focu                | ademic Enrichment, supplies and materials<br>sed on learning loss due to Covid (Kansas s<br>ered instruction, enrichment camps or cred     | Standards) of core and supplemental   |  |

loss due to COVID-19. These students will be identified using screening and performance data by the building leadership team. Two years.

| 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  | <u>Status</u> |
| Total Expenditures                | \$150,000 | Approved      |

Programs will be open to any students, but priority will be given to disproportionately impacted students exhibiting learning

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |  |
|--|---|---|--|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure     |   |  |  |
| Account Name   | Account Number  |   |  |  |
| ESSER lil-CARES GRANT(COVID19)   | 2321.1000.1000.0111.3209230   |   |  |  |
| Function Code  | Object Code   | Allowable Use   |  |  |
| 1000 - Instruction   | 111 - Full-Time Certified Salaries                                    | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |
| Please describe the expenditures withi   | in the account and how they will addr                                 | ess a COVID-19 need   |  |  |
| more information, please see additional i<br>Budgeted Expenditures in SFY 2021 | 5   | nsure they are accessing interventions. For   |  |  |
| Budgeted Expenditures in SFY 2022  | \$0   |   |  |  |
| Budgeted Expenditures in SFY 2023  | \$600,000   |   |  |  |
| Budgeted Expenditures in SFY 2024  | \$600,000   | <u>Status</u>   |  |  |
| Total Expenditures   | \$1,200,000   | Approved  |  |  |
|  |   |   |  |  |
| ne Item ID: 501-3-0024   |   |   |  |  |
| Allocation Type  | Is this Item for the 20% Minimuim                                     | Learning Loss Set Aside Expenditure   |  |  |
| Direct Allocation  | YES - this item is marked for Learning                                | g Loss Set Aside Expenditure  |  |  |
| Account Name   | Account Number  |   |  |  |
| ESSER lil-CARES GRANT(COVID19)   | 2321.1000.1000.0200.3209230   |   |  |  |
| Function Code  | Object Code   | Allowable Use   |  |  |
| 1000 - Instruction   | 200 - EMPLOYEE BENEFITS   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |  |
| Diana daawika tha amaadita waa withi   | in the account and how they will addr                                 |   |  |  |
| Please describe the expenditures with  | -   |   |  |  |

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$0       |
| Budgeted Expenditures in SFY 2023 | \$54,000  |
| Budgeted Expenditures in SFY 2024 | \$54,000  |
| Total Expenditures                | \$108,000 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type   | <u>Is this Item for the 20% Minimuim L</u>   | earning Loss Set Aside Expenditure  |  |
|---|--|---|--|
| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure Account Number   |   |  |
| Account Name  |  |   |  |
| ESSER III-CARES GRANT(COVID19)  | 2321.1000.1000.0120.3209230  |   |  |
| Function Code   | Object Code  | Allowable Use   |  |
| 1000 - Instruction  | 120 - Regular Non-Certified Salaries   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |  |
|   |  |   |  |
| impacted students exhibiting learning log<br>performance data by the building leader  | college and career advocates placed in bui<br>ss due to COVID-19. These students will b<br>ship team. The advocates will ensure the s<br>ng loss and prepare students for post high<br>\$0<br>\$0<br>\$120,000 | e identified using screening and tudents have access to intervention,   |  |
| impacted students exhibiting learning log<br>performance data by the building leader<br>enrichment and services to reduce learni<br>ESSER funded position narrative.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | ss due to COVID-19. These students will b<br>ship team. The advocates will ensure the s<br>ng loss and prepare students for post high<br>\$0<br>\$0  | e identified using screening and tudents have access to intervention,   |  |
| impacted students exhibiting learning log<br>performance data by the building leader<br>enrichment and services to reduce learni<br>ESSER funded position narrative.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023   | ss due to COVID-19. These students will b<br>ship team. The advocates will ensure the s<br>ng loss and prepare students for post high<br>\$0<br>\$120,000  | e identified using screening and<br>tudents have access to intervention,<br>n school. For more information, see the                       |  |
| impacted students exhibiting learning log<br>performance data by the building leader<br>enrichment and services to reduce learni<br>ESSER funded position narrative.<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2023   | ss due to COVID-19. These students will b<br>ship team. The advocates will ensure the s<br>ng loss and prepare students for post high<br>\$0<br>\$120,000<br>\$120,000   | e identified using screening and<br>tudents have access to intervention,<br>a school. For more information, see the<br><u>Status</u>      |  |
| impacted students exhibiting learning loc<br>performance data by the building leader<br>enrichment and services to reduce learni<br>ESSER funded position narrative.<br><b>Budgeted Expenditures in SFY 2021</b><br><b>Budgeted Expenditures in SFY 2022</b><br><b>Budgeted Expenditures in SFY 2023</b><br><b>Budgeted Expenditures in SFY 2024</b><br><b>Total Expenditures</b> | ss due to COVID-19. These students will b<br>ship team. The advocates will ensure the s<br>ng loss and prepare students for post high<br>\$0<br>\$120,000<br>\$120,000   | e identified using screening and<br>tudents have access to intervention,<br>a school. For more information, see the<br>Status<br>Approved |  |
| impacted students exhibiting learning loc<br>performance data by the building leader<br>enrichment and services to reduce learni<br>ESSER funded position narrative.<br><b>Budgeted Expenditures in SFY 2021</b><br><b>Budgeted Expenditures in SFY 2022</b><br><b>Budgeted Expenditures in SFY 2023</b><br><b>Budgeted Expenditures in SFY 2024</b><br><b>Total Expenditures</b> | ss due to COVID-19. These students will b<br>ship team. The advocates will ensure the s<br>ng loss and prepare students for post high<br>\$0<br>\$120,000<br>\$120,000<br>\$240,000                            | e identified using screening and<br>tudents have access to intervention,<br>a school. For more information, see the<br>Status<br>Approved |  |

ESSER III-CARES GRANT(COVID19)

**Function Code** 

1000 - Instruction

<u>Account Number</u>

2321.1000.1000.0200.3209230

**Object Code** Allowable Use 200 - EMPLOYEE BENEFITS

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

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

College and Career Advocates, salary. 2 college and career advocates placed in buildings with the most disproportionately impacted students exhibiting learning loss due to COVID-19. These students will be identified using screening and performance data by the building leadership team. The advocates will ensure the students have access to intervention, enrichment and services to reduce learning loss and prepare students for post high school.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$5,400  |
| Budgeted Expenditures in SFY 2024 | \$5,400  |
| Total Expenditures                | \$10,800 |

| Sta | <u>tus</u> |  |  |
|-----|------------|--|--|
| Ар  | proved     |  |  |

| Line Item ID: 501-3-0027       |  |   |
|--------------------------------|--|---|
| Allocation Type                | Is this Item for the 20% Minimuim      | Learning Loss Set Aside Expenditure   |
| Direct Allocation              | YES - this item is marked for Learning | Loss Set Aside Expenditure  |
| Account Name                   | Account Number                         |   |
| ESSER III-CARES GRANT(COVID19) | 2321.1000.1000.0111.3209230            |   |
| Function Code                  | Object Code                            | Allowable Use   |
| 1000 - Instruction             | 111 - Full-Time Certified Salaries     | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |

General Director: Cultural Innovation, salary. This director will be responsible for monitoring learning loss for students disproportionately impacted by COVID-19 and developing innovative ways to ensure their needs are met so that they can recover learning loss due to COVID-19. For more information, please see the additional ESSER staffing narrative for more details. Two years. Director of Cultural Innovation:

This position was designed to supervise and administer culturally responsive education programs that ensure equity for marginalized student groups and addresses culturally relevant pedagogy. Provide leadership and instructional oversight that promotes cultural studies focused on closing academic achievement gaps, eliminating the digital equity gap, and preparing students for post-secondary opportunities. The district believes that ESSER funding is appropriate because of the demonstrated achievement gap for disproportionately impacted students is significant as the following data suggests that COVID-19 has negatively impacted:

## SOCIAL-EMOTIONAL

• Household losses related to COVID are disproportionate for Black, Hispanic, Amer. Indian students in high poverty areas (CRPE, 2021).

- Significant COVID-related trauma is being discovered for all students (Huck & Zhang, 2021).
- COVID deaths are 1.7-2.2 times more likely for Amer. Indian, Black, and Hispanic individuals (CDC, 2022).
- Reported increases in a recent meta-analysis show increases in student self-harm and suicidal ideation (CRPE, 2021).

• Priority should be given to improving student SEL, particularly for marginalized groups. Professional development, community partnerships, alternative learning environments are potential levers (CRPE, 2021).

## ACHIEVEMENT

- Data gaps exist due to many states canceling assessments (Huck & Zhang, 2021), and this theme is true for Kansas.
- In looking at over 5 million local assessments, the greatest declines in math and reading were for Amer. Indian, Black, and Hispanic students from 2020 to 2021 (Lewis, Kuhfeld, Ruzek, & McEachin, 2021).

• Achievement on local measures has been lower for elementary Amer. Indian, Black, and Hispanic students (Huck & Zhang, 2021).

• Districts now need to take an innovative approach to assessing growth. This includes understanding the student-as caregiver role, mental health, racism, and any policies that perpetuate barriers (CRPS, 2021).

## CHRONIC ABSENTEEISM

- Black and Hispanic students have higher rates of chronic absenteeism and withdrawal from school (Chatterji & Li, 2021).
- Statewide KS chronic absenteeism increased from 13.9% in 2020 to 17.5% in 2021 (KSDE Report Card, n.d.)
- Higher 2021 rates of chronic absenteeism in Hispanic, Black, and American Indian populations in every large KS school (over 10,000 students).
- Data below shows disproportionate increases in chronic absenteeism (See additional documentation for clearer graph.

Large KS School Districts Topeka Public Schools

| Black student chronic absenteeism<br>+10% |                                 |   |
|---|---------------------------------|---|
| +12%                                      |                                 |   |
| ELL student chronic absenteeism           |                                 |   |
| +10%<br>+11%                              |                                 |   |
| Hispanic student chronic absenteeism      |                                 |   |
| +9%                                       |                                 |   |
| +8%                                       |                                 |   |
| Multiracial student chronic absenteeism   |                                 |   |
| +6%                                       |                                 |   |
| +7%                                       |                                 |   |
| White student chronic absenteeism         |                                 |   |
| +4%<br>+4%                                |                                 |   |
| 70  |                                 |   |
|   |                                 |   |
| 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                        | <u>Status</u>                               |
| Total Expenditures                        | \$180,000                       | Approved                                    |
|   |                                 |   |
| Line Item ID: 501-3-0028                  |                                 |   |
| Allocation Type                           | Is this Item for the 20% Min    | imuim Learning Loss Set Aside Expenditure   |
| Direct Allocation                         | YES - this item is marked for I | earning Loss Set Aside Expenditure          |
| Account Name                              | Account Number                  |   |
| ESSER III-CARES GRANT(COVID19)            | 2321.1000.1000.0200.3209230     | 0   |
| Function Code                             | Object Code                     | Allowable Use                               |
| 1000 - Instruction                        | 200 - EMPLOYEE BENEFITS         | 12 - Addressing learning loss among         |
|   |                                 | students, including vulnerable populations. |

General Director: Cultural Innovation, benefits. This director will be responsible for monitoring learning loss for students disproportionately impacted by COVID-19 and developing innovative ways to ensure their needs are met so that they can recover learning loss due to COVID-19. For more information, please see the additional ESSER staffing narrative for more details. Two years.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$8,100  |
| Budgeted Expenditures in SFY 2024 | \$8,100  |
| Total Expenditures                | \$16,200 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type                | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|--------------------------------|---|--|--|
| Direct Allocation              | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name                   | Account Number  |  |  |
| ESSER III-CARES GRANT(COVID19) | 2321.1000.1000.0653.3209230   |  |  |
| Function Code                  | Object Code   | Allowable Use  |  |
| 1000 - Instruction             | 653 - Software  | 3 - Providing principals and other<br>school leaders with resources to<br>address individual school needs. |  |

Art of Education and Art Supplies. The ART of Education Curriculum is an innovative curriculum which will engage students and allow teachers to assess and ameliorate Art related learning loss. Art classes were one of the most difficult to replicate during remote learning. The TPS teaching and learning team has already begun working to establish learning loss rubrics to assess students and build lessons which will help students recover from learning loss due to COVID-19. Two year subscription. ADDED this: Although the primary reason for implementing this new curriculum is to combat Art related learning loss skills, there is also an anticipated positive social emotional impact that will be an incidental benefit. According to the Wallace Foundation, "One study provided Tier III evidence suggesting that the students who participated in two inner-city programs that featured rich, sustained visual arts made significantly greater gains than comparison students in social-emotional learning outcomes and process abilities."

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$36,000 |               |
| Budgeted Expenditures in SFY 2024 | \$36,000 | <u>Status</u> |
| Total Expenditures                | \$72,000 | Approved      |

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |   |
|---|--|---|
| Direct Allocation   | NO - this item is not marked for Learning Loss Set Aside Expenditure   |   |
| Account Name  | Account Number   |   |
| ESSER III-CARES GRANT(COVID19)  | 2321.1000.1000.0610.3209230  |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 610 - General Supplies and Mater                                       | ials 3 - Providing principals and other school leaders with resources to address individual school needs.                       |
| Please describe the expenditures with   | in the account and how they will a                                     | ddress a COVID-19 need  |
|   | g and learning team has already begu                                   | ses were one of the most difficult to replicate<br>in working to establish learning loss rubrics to<br>ng loss due to COVID-19. |
| Budgeted Expenditures in SFY 2022   | \$0  |   |
| Budgeted Expenditures in SFY 2023   | \$29,000   |   |
| Budgeted Expenditures in SFY 2024   | \$0  | <u>Status</u>   |
| Total Expenditures  | \$29,000   | Approved  |
| ne Item ID: 501-3-0031<br><b>Allocation Type</b><br>Direct Allocation   | Is this Item for the 20% Minimu<br>YES - this item is marked for Learn | <b>im Learning Loss Set Aside Expenditure</b><br>ning Loss Set Aside Expenditure  |
| Account Name  | Account Number   |   |
| ESSER III-CARES GRANT(COVID19)  | 2321.1000.1000.0653.3209230  |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 653 - Software   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Please describe the expenditures with<br>Footsteps to Brilliance is an evidenced ba<br>recover learning loss due to COVID-19. 2 | ased intervention. Used in pre-k-2nd                                   | <b>Idress a COVID-19 need</b><br>grade. Footers to Brilliance is helping student  |
| Budgeted Expenditures in SFY 2021   | \$0  |   |
| Budgeted Expenditures in SFY 2022   | \$0  |   |
| Budgeted Expenditures in SFY 2023   | \$170,000  |   |
| budgeteu Experiantares in Sr r 2025   | . ,  |   |
| Budgeted Expenditures in SFY 2024   | \$170,000  | <u>Status</u>   |

\$340,000

Approved

**Total Expenditures** 

| Allocation Type  | <u>Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure</u>  |  |
|--|---|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |
| Account Name   | Account Number  |  |
| ESSER III-CARES GRANT(COVID19)   | 2321.1000.1000.0641.3209230   |  |
| Function Code  | Object Code   | Allowable Use  |
| 1000 - Instruction   | 641 - Books   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures with  | in the account and how they will addr   | ess a COVID-19 need  |
| Library books. Many library books were r<br>assist students in recovering from learnir   |   | red due to COVID-19. Reading library book  |
| Budgeted Expenditures in SFY 2021  | \$0   |  |
| Budgeted Expenditures in SFY 2022  | \$0   |  |
| Budgeted Expenditures in SFY 2023  | \$125,000   |  |
| Budgeted Expenditures in SFY 2024  | \$0   | <u>Status</u>  |
| Total Expenditures   | \$125,000   | Approved   |
| ne Item ID: 501-3-0036   |   |  |
| Allocation Type  | <b>Is this Item for the 20% Minimuim</b><br>YES - this item is marked for Learning  | <b>Learning Loss Set Aside Expenditure</b><br>J Loss Set Aside Expenditure   |
| <u>Allocation Type</u><br>Direct Allocation  |   |  |
| <u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u>   | YES - this item is marked for Learning  |  |
| <u>Allocation Type</u><br>Direct Allocation<br><u>Account Name</u><br>ESSER IiI-CARES GRANT(COVID19)   | YES - this item is marked for Learning<br><u>Account Number</u>   |  |
| Allocation Type<br>Direct Allocation<br>Account Name   | YES - this item is marked for Learning<br>Account Number<br>2321.1000.1000.0112.3209230   | g Loss Set Aside Expenditure   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER lil-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction  | YES - this item is marked for Learning<br>Account Number<br>2321.1000.1000.0112.3209230<br>Object Code<br>113 - Part-Time Certified Salaries  | Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER IiI-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Learning Loss Extra duty pay for certified<br>be facilitating small group interventions<br>under supervision of certified staff can d  | YES - this item is marked for Learning<br>Account Number<br>2321.1000.1000.0112.3209230<br>Object Code<br>113 - Part-Time Certified Salaries<br>in the account and how they will addr<br>I staff supervising learning loss paraprofe<br>designed to reduce learning loss caused<br>eliver interventions, they may not plan th   | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         essional, salary. These para professionals wi by COVID-19. While paraprofessionals, nem. This will provide teachers extra time to the context of the cont |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Learning Loss Extra duty pay for certified<br>be facilitating small group interventions<br>under supervision of certified staff can d<br>plan the intervention needed to address | YES - this item is marked for Learning<br>Account Number<br>2321.1000.1000.0112.3209230<br>Object Code<br>113 - Part-Time Certified Salaries<br>in the account and how they will addr<br>I staff supervising learning loss paraprofe<br>designed to reduce learning loss caused<br>eliver interventions, they may not plan th   | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         essional, salary. These para professionals will by COVID-19. While paraprofessionals, nem. This will provide teachers extra time to the sector of the sec |
| 1000 - Instruction<br><b>Please describe the expenditures with</b><br>Learning Loss Extra duty pay for certified<br>be facilitating small group interventions<br>under supervision of certified staff can d  | YES - this item is marked for Learning<br>Account Number<br>2321.1000.1000.0112.3209230<br>Object Code<br>113 - Part-Time Certified Salaries<br>in the account and how they will addr<br>I staff supervising learning loss paraprofe<br>designed to reduce learning loss caused<br>eliver interventions, they may not plan th<br>learning loss. Approximately 120 hours | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         essional, salary. These para professionals will by COVID-19. While paraprofessionals, nem. This will provide teachers extra time to the sector of the sec |

| budgeted Experiatures in Si 1 2025 | \$45,500 |
|------------------------------------|----------|
| Budgeted Expenditures in SFY 2024  | \$45,500 |
| Total Expenditures                 | \$91,000 |

| <u>Status</u> |
|---------------|
| Approved      |
|               |

| Allocation Type   | <u>Is this Item for the 20% Minimuim I</u>   | Learning Loss Set Aside Expenditure   |
|---|--|---|
| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure  |   |
| Account Name  | Account Number   |   |
| ESSER lil-CARES GRANT(COVID19)  | 2321.1000.1000.0200.3209230  |   |
| Function Code   | Object Code  | Allowable Use   |
| 1000 - Instruction  | 200 - EMPLOYEE BENEFITS  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| Please describe the expenditures with   | in the account and how they will addre   | ess a COVID-19 need   |
| •   | eliver interventions, they may not plan the<br>learning loss. Approximately 120 hours p<br>\$0                               | em. This will provide teachers extra time to<br>er building at \$25 per hour.         |
| Budgeted Expenditures in SFY 2022   | \$0  |   |
| Budgeted Expenditures in SFY 2023   | \$4,500  |   |
| Budgeted Expenditures in SFY 2024   | \$4,500  | <u>Status</u>   |
| Total Expenditures  | \$9,000  | Approved  |
|   |  |   |
| ne Item ID: 501-3-0038  |  |   |
| Allocation Type   | Is this Item for the 20% Minimuim I  | Learning Loss Set Aside Expenditure   |
| Direct Allocation   | YES - this item is marked for Learning   | Loss Set Aside Expenditure  |
| Account Name  | Account Number   |   |
| ESSER lil-CARES GRANT(COVID19)  | 2321.1000.1000.0112.3209230  |   |
|   | Object Code  | Allowable Use   |
| Function Code   | •  |   |
| Function Code<br>1000 - Instruction   | 113 - Part-Time Certified Salaries   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |
| 1000 - Instruction  | 113 - Part-Time Certified Salaries   | students, including vulnerable populations.   |
| 1000 - Instruction Please describe the expenditures withi El/Newcomer/Unaccompanied Minor Tut | 113 - Part-Time Certified Salaries<br>in the account and how they will addre<br>tors, salary. These tutors will be available | students, including vulnerable<br>populations.  |

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$22,500 |
| Budgeted Expenditures in SFY 2024 | \$22,500 |
| Total Expenditures                | \$45,000 |
|                                   |          |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |   |
|--|--|---|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure  |   |
| Account Name   | Account Number   |   |
| ESSER lil-CARES GRANT(COVID19)   | 2321.1000.1000.0200.3209230  |   |
| Function Code  | Object Code  | Allowable Use   |
| 1000 - Instruction   | 200 - EMPLOYEE BENEFITS  | 12 - Addressing learning loss among   |
|  |  | students, including vulnerable populations.   |
| Please describe the expenditures with  | in the account and how they will ad  | Idress a COVID-19 need  |
| •  |  | ilable to support the students who need<br>cess them so that they can recover learning loss   |
| Budgeted Expenditures in SFY 2021  | \$0  |   |
| Budgeted Expenditures in SFY 2022  | \$0  |   |
| Budgeted Expenditures in SFY 2023  | \$2,500  |   |
| Budgeted Expenditures in SFY 2024  | \$2,500  | <u>Status</u>   |
| Fotal Expenditures   | \$5,000  | Approved  |
| ne Item ID: 501-3-0040   |  |   |
| Allocation Type  |  | <b>im Learning Loss Set Aside Expenditure</b>   |
| <b>Allocation Type</b><br>Direct Allocation  | YES - this item is marked for Learn  |   |
| Allocation Type<br>Direct Allocation<br>Account Name   | YES - this item is marked for Learn<br><u>Account Number</u>   |   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER IiI-CARES GRANT(COVID19)   | YES - this item is marked for Learn<br><u>Account Number</u><br>2321.1000.1000.0653.3209230  | ing Loss Set Aside Expenditure  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER IiI-CARES GRANT(COVID19)<br>Function Code  | YES - this item is marked for Learn<br>Account Number<br>2321.1000.1000.0653.3209230<br>Object Code  | ing Loss Set Aside Expenditure Allowable Use  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER IiI-CARES GRANT(COVID19)<br>Function Code  | YES - this item is marked for Learn<br><u>Account Number</u><br>2321.1000.1000.0653.3209230  | Allowable Use          12 - Addressing learning loss among students, including vulnerable   |
| ne Item ID: 501-3-0040<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction  | YES - this item is marked for Learn<br>Account Number<br>2321.1000.1000.0653.3209230<br>Object Code  | Allowable Use   |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction  | YES - this item is marked for Learn<br>Account Number<br>2321.1000.1000.0653.3209230<br>Object Code<br>653 - Software  | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Tier 2 and 3 Math and Reading Intervent  | YES - this item is marked for Learn<br>Account Number<br>2321.1000.1000.0653.3209230<br>Object Code<br>653 - Software<br>in the account and how they will additions. Purchase Evidence based interverse, Iready, Ilit EL, Achieve 3000 for use of  | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         Idress a COVID-19 need         entions such as Do the Math Now, Iready, IXL, |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Fier 2 and 3 Math and Reading Intervent<br>Lyrics to Learn, Actively Learn, Moby Ma<br>during summer school to combat learnin                                      | YES - this item is marked for Learn<br>Account Number<br>2321.1000.1000.0653.3209230<br>Object Code<br>653 - Software<br>in the account and how they will additions. Purchase Evidence based interverse, Iready, Ilit EL, Achieve 3000 for use of  | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         Idress a COVID-19 need         entions such as Do the Math Now, Iready, IXL, |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Fier 2 and 3 Math and Reading Intervent<br>Lyrics to Learn, Actively Learn, Moby Ma<br>during summer school to combat learnir<br>Budgeted Expenditures in SFY 2021 | YES - this item is marked for Learn<br>Account Number<br>2321.1000.1000.0653.3209230<br>Object Code<br>653 - Software<br>in the account and how they will ad<br>tions. Purchase Evidence based interverse<br>x, Iready, Ilit EL, Achieve 3000 for use of<br>ng loss due to COVID-19.         | Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. Idress a COVID-19 need  |
| Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Tier 2 and 3 Math and Reading Intervent<br>Lyrics to Learn, Actively Learn, Moby Ma  | YES - this item is marked for Learn<br>Account Number<br>2321.1000.1000.0653.3209230<br>Object Code<br>653 - Software<br>in the account and how they will ad<br>tions. Purchase Evidence based interverse<br>x, Iready, Ilit EL, Achieve 3000 for use of<br>ing loss due to COVID-19.<br>\$0 | Allowable Use          12 - Addressing learning loss among students, including vulnerable populations.         Idress a COVID-19 need         entions such as Do the Math Now, Iready, IXL, |

Approved

| Budgeted Expenditures in SFY 2021 | \$0         |
|-----------------------------------|-------------|
| Budgeted Expenditures in SFY 2022 | \$0         |
| Budgeted Expenditures in SFY 2023 | \$1,203,152 |
| Budgeted Expenditures in SFY 2024 | \$0         |
| Total Expenditures                | \$1,203,152 |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |   |  |
|--|--|---|--|
| Direct Allocation  | YES - this item is marked for Learning Loss Set Aside Expenditure  |   |  |
| Account Name   | Account Number   |   |  |
| ESSER lil-CARES GRANT(COVID19)   | 2321.1000.1000.0111.3209230  |   |  |
| Function Code  | Object Code Allowable Use  |   |  |
| 1000 - Instruction   | 111 - Full-Time Certified Salaries   | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |  |
| Please describe the expenditures withi   | in the account and how they will addre   | ess a COVID-19 need   |  |
| Secondary Learning Loss Instructor, salary highest population of students impacted loss. 2 years.  | ,  | placed at the district's middle school with the reading intervention to combat learning   |  |
| Budgeted Expenditures in SFY 2021  | \$0  |   |  |
| Budgeted Expenditures in SFY 2022  | \$0  |   |  |
| Budgeted Expenditures in SFY 2023  | \$63,000   |   |  |
|  | \$63,000   | <u>Status</u>   |  |
| Budgeted Expenditures in SFY 2024  | \$02,000   | Status  |  |
| •  | \$126,000  | Approved  |  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ine Item ID: 501-3-0042   |  |   |  |
| ne Item ID: 501-3-0042   | \$126,000  |   |  |
| Total Expenditures<br>ine Item ID: 501-3-0042<br>Allocation Type   | \$126,000  | Approved  |  |
| Total Expenditures<br>ine Item ID: 501-3-0042<br>Allocation Type   | \$126,000  | Approved  |  |
| Total Expenditures<br>ine Item ID: 501-3-0042<br>Allocation Type<br>Direct Allocation  | \$126,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning   | Approved  |  |
| Total Expenditures Total Expenditures The Item ID: 501-3-0042 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19)  | \$126,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number   | Approved  |  |
| Total Expenditures<br>ine Item ID: 501-3-0042<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$126,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>2321.1000.1000.0200.3209230  | Approved<br>Learning Loss Set Aside Expenditure<br>J Loss Set Aside Expenditure   |  |
| Total Expenditures<br>ine Item ID: 501-3-0042<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code   | \$126,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>2321.1000.1000.0200.3209230<br>Object Code<br>200 - EMPLOYEE BENEFITS  | Approved         Learning Loss Set Aside Expenditure         J Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.   |  |
| Total Expenditures ine Item ID: 501-3-0042 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19) Function Code 1000 - Instruction Please describe the expenditures withi Secondary Learning Loss Insructor, salary   | \$126,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>2321.1000.1000.0200.3209230<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>in the account and how they will addre<br>4. This learning loss instructor has been p   | Approved         Learning Loss Set Aside Expenditure         J Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.   |  |
| Total Expenditures ne Item ID: 501-3-0042 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19) Function Code 1000 - Instruction Please describe the expenditures withi Secondary Learning Loss Insructor, salary highest population of students dispropro combat learning loss. 2 years.  | \$126,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>2321.1000.1000.0200.3209230<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>in the account and how they will addre<br>4. This learning loss instructor has been p   | Approved         Learning Loss Set Aside Expenditure         J Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         blaced at the district's middle school with the |  |
| Total Expenditures Total Expenditures ne Item ID: 501-3-0042 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19) Function Code 1000 - Instruction Please describe the expenditures withi Secondary Learning Loss Insructor, salary highest population of students dispropro combat learning loss. 2 years. Budgeted Expenditures in SFY 2021                                   | \$126,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>2321.1000.1000.0200.3209230<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>in the account and how they will addre<br>this learning loss instructor has been p<br>oportiately impacted by COVID-19. The ir  | Approved         Learning Loss Set Aside Expenditure         J Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         blaced at the district's middle school with the |  |
| Total Expenditures Total Expenditures ne Item ID: 501-3-0042 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19) Function Code 1000 - Instruction Please describe the expenditures withi Secondary Learning Loss Insructor, salary highest population of students dispropro combat learning loss. 2 years. Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$126,000<br>Is this Item for the 20% Minimuim<br>YES - this item is marked for Learning<br>Account Number<br>2321.1000.1000.0200.3209230<br>Object Code<br>200 - EMPLOYEE BENEFITS<br>In the account and how they will addre<br>A This learning loss instructor has been proportiately impacted by COVID-19. The in<br>\$0  | Approved         Learning Loss Set Aside Expenditure         J Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         blaced at the district's middle school with the |  |
| Total Expenditures<br>ine Item ID: 501-3-0042<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withi<br>Secondary Learning Loss Insructor, salary<br>highest population of students dispropro  | \$126,000<br><b>Is this Item for the 20% Minimuim</b><br>YES - this item is marked for Learning<br><b>Account Number</b><br>2321.1000.1000.0200.3209230<br><b>Object Code</b><br>200 - EMPLOYEE BENEFITS<br><b>In the account and how they will addre</b><br>4. This learning loss instructor has been p<br>poportiately impacted by COVID-19. The in<br>\$0<br>\$0<br>\$0 | Approved         Learning Loss Set Aside Expenditure         J Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         ess a COVID-19 need         blaced at the district's middle school with the |  |

|   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |  |
|---|--|--|--|
| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name  | Account Number   |  |  |
| ESSER lil-CARES GRANT(COVID19)  | 2321.1000.1000.0132.3209230  |  |  |
| Function Code   | Object Code Allowable Use  |  |  |
| 1000 - Instruction  | 113 - Part-Time Certified Salaries       12 - Addressing learning loss and students, including vulnerable populations.                                 |  |  |
| earning Loss Data Coordinator, Elemen   | in the account and how they will addre<br>tary, salary. Extra duty pay for instructiona<br>lata and progress monitoring data. Inform                   | al coach or other teacher leader to be |  |
|   | udents to inteventions when need to com  |  |  |
|   | \$O  |  |  |
| Budgeted Expenditures in SFY 2021   | <b>40</b>  |  |  |
| Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022  | \$0<br>\$0   |  |  |
| Budgeted Expenditures in SFY 2022   |  |  |  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023  | \$0  | <u>Status</u>                          |  |
|   | \$0<br>\$45,000  | <u>Status</u><br>Approved              |  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024   | \$0<br>\$45,000<br>\$45,000  |  |  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures   | \$0<br>\$45,000<br><u>\$45,000</u><br>\$90,000   |  |  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 501-3-0044   | \$0<br>\$45,000<br><u>\$45,000</u><br>\$90,000   | Approved                               |  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 501-3-0044<br>Allocation Type                                      | \$0<br>\$45,000<br>\$45,000<br>\$90,000<br><u>Is this Item for the 20% Minimuim</u>  | Approved                               |  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 501-3-0044<br>Allocation Type<br>Direct Allocation                 | \$0<br>\$45,000<br><u>\$45,000</u><br>\$90,000<br><b>Is this Item for the 20% Minimuim</b><br>YES - this item is marked for Learning                   | Approved                               |  |
| Budgeted Expenditures in SFY 2022<br>Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 501-3-0044<br>Allocation Type<br>Direct Allocation<br>Account Name | \$0<br>\$45,000<br>\$90,000<br>\$90,000<br><u>Is this Item for the 20% Minimuim</u><br>YES - this item is marked for Learning<br><u>Account Number</u> | Approved                               |  |

Learning Loss Data Coordinator, Elementary, benefits Extra duty pay for instructional coach or other teacher leader to be responsible for collecting learning loss data and progress monitoring data. Information will be provided to the building leadership team and used to connect students to inteventions when need to combat learning loss due to COVID-19. 1 per building, up to 10 hours per month at \$25 per hour.

| Total Expenditures                | \$10,000 |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2024 | \$5,000  |
| Budgeted Expenditures in SFY 2023 | \$5,000  |
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2021 | \$0      |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure   |  |
|---|---|--|
| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure   |  |
| Account Name  | Account Number  |  |
| ESSER lil-CARES GRANT(COVID19)  | 2321.1000.1000.0350.3209230   |  |
| Function Code   | Object Code   | Allowable Use  |
| 1000 - Instruction  | 350 - Technical Services  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures with   | in the account and how they will ad   | dress a COVID-19 need  |
| Professional Development to improve Er<br>clarity will ensure teachers are better pre   | 5 5 5   | cusing on student engagement and teacher<br>COVID-19 in their classrooms.  |
| Budgeted Expenditures in SFY 2021   | \$0   |  |
| Budgeted Expenditures in SFY 2022   | \$0   |  |
|   | \$100,000   |  |
| Budgeted Expenditures in SFY 2023   |   | Chatara  |
| 5 1   | \$100,000   | <u>Status</u>  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 501-3-0046<br>Allocation Type  | \$200,000   | Approved<br>m Learning Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2023<br>Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 501-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name  | \$200,000   | Approved<br>m Learning Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 501-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name   | \$200,000<br>Is this Item for the 20% Minimui<br>YES - this item is marked for Learn  | Approved<br>m Learning Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 501-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)   | \$200,000<br>Is this Item for the 20% Minimui<br>YES - this item is marked for Learn<br>Account Number  | Approved<br>m Learning Loss Set Aside Expenditure  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 501-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code  | \$200,000<br>Is this Item for the 20% Minimui<br>YES - this item is marked for Learn<br>Account Number<br>2321.1000.1000.0111.3209230   | Approved<br>m Learning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 501-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction  | \$200,000<br>Is this Item for the 20% Minimui<br>YES - this item is marked for Learn<br>Account Number<br>2321.1000.1000.0111.3209230<br>Object Code<br>111 - Full-Time Certified Salaries  | Approved<br>m Learning Loss Set Aside Expenditure<br>ing Loss Set Aside Expenditure<br>Allowable Use<br>12 - Addressing learning loss among students, including vulnerable populations.  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Ine Item ID: 501-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Learning Loss Specialists, elementary, sal  | \$200,000<br>Is this Item for the 20% Minimui<br>YES - this item is marked for Learni<br>Account Number<br>2321.1000.1000.0111.3209230<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will ad<br>ary. Elementary learning loss specialist  | Approved         m Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         dress a COVID-19 need         ts will assess learning loss, and deliver  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>The Item ID: 501-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Learning Loss Specialists, elementary, sal<br>Intervention services to combat learning  | \$200,000<br>Is this Item for the 20% Minimui<br>YES - this item is marked for Learni<br>Account Number<br>2321.1000.1000.0111.3209230<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will ad<br>ary. Elementary learning loss specialist  | Approved         m Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         dress a COVID-19 need         ts will assess learning loss, and deliver  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>The Item ID: 501-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Learning Loss Specialists, elementary, sal<br>ntervention services to combat learning<br>Budgeted Expenditures in SFY 2021  | \$200,000<br>Is this Item for the 20% Minimui<br>YES - this item is marked for Learn<br>Account Number<br>2321.1000.1000.0111.3209230<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will ad<br>ary. Elementary learning loss specialist<br>loss due to COVID-19. 3 pilot postion                      | Approved         m Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         dress a COVID-19 need         ts will assess learning loss, and deliver  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>Ine Item ID: 501-3-0046<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures with<br>Learning Loss Specialists, elementary, sali<br>intervention services to combat learning<br>Budgeted Expenditures in SFY 2021<br>Budgeted Expenditures in SFY 2022 | \$200,000<br>Is this Item for the 20% Minimui<br>YES - this item is marked for Learni<br>Account Number<br>2321.1000.1000.0111.3209230<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will ad<br>ary. Elementary learning loss specialist<br>loss due to COVID-19. 3 pilot postion<br>\$0              | Approved         m Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         dress a COVID-19 need         ts will assess learning loss, and deliver  |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 501-3-0046<br>Allocation Type<br>Direct Allocation   | \$200,000<br>Is this Item for the 20% Minimui<br>YES - this item is marked for Learn<br>Account Number<br>2321.1000.1000.0111.3209230<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will ad<br>ary. Elementary learning loss specialist<br>loss due to COVID-19. 3 pilot postion<br>\$0<br>\$0<br>\$0 | Approved         m Learning Loss Set Aside Expenditure         ing Loss Set Aside Expenditure         Ing Loss Set Aside Expenditure         Allowable Use         12 - Addressing learning loss among students, including vulnerable populations.         dress a COVID-19 need         ts will assess learning loss, and deliver |

| Allocation Type   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |
|---|--|--|
| Direct Allocation   | YES - this item is marked for Learning Loss Set Aside Expenditure  |  |
| Account Name  | Account Number   |  |
| ESSER III-CARES GRANT(COVID19)  | 2321.1000.1000.0200.3209230  |  |
| Function Code   | Object Code Allowable Use  |  |
| 1000 - Instruction  | 200 - EMPLOYEE BENEFITS  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.  |
| Please describe the expenditures withi  | in the account and how they will addr  | ress a COVID-19 need   |
| Learning Loss Specialists, elementary, be<br>intervention services to combat learning   | · · ·  | ts will assess learning loss, and deliver  |
| Budgeted Expenditures in SFY 2021   | \$0  |  |
| Budgeted Expenditures in SFY 2022   | \$0  |  |
| Budgeted Expenditures in SFY 2023   | \$12,150   |  |
|   | \$12,150   | Status   |
| Budgeted Expenditures in SFY 2024   | \$12,150   | otatus   |
| •   | \$24,300   | Approved   |
| Total Expenditures  |  |  |
| ne Item ID: 501-3-0048  | \$24,300   |  |
| Total Expenditures ne Item ID: 501-3-0048 Allocation Type   | \$24,300   | Approved   |
| Total Expenditures ne Item ID: 501-3-0048 Allocation Type Direct Allocation   | \$24,300<br>Is this Item for the 20% Minimuim  | Approved   |
| Total Expenditures ne Item ID: 501-3-0048 Allocation Type Direct Allocation Account Name  | \$24,300<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear   | Approved   |
| Total Expenditures ne Item ID: 501-3-0048 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19)   | \$24,300<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number   | Approved   |
| Total Expenditures ne Item ID: 501-3-0048 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19) Function Code   | \$24,300<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>2321.1000.1000.0111.3209230  | Approved   |
| Budgeted Expenditures in SFY 2024<br>Total Expenditures<br>ne Item ID: 501-3-0048<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction  | \$24,300<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>2321.1000.1000.0111.3209230<br>Object Code   | Approved   |
| Total Expenditures ne Item ID: 501-3-0048 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19) Function Code   | \$24,300<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>2321.1000.1000.0111.3209230<br>Object Code<br>111 - Full-Time Certified Salaries   | Approved Approved Approved Approved Approved Allowable Use 12 - Addressing learning loss among students, including vulnerable populations.   |
| Total Expenditures ne Item ID: 501-3-0048 Allocation Type Direct Allocation Account Name ESSER III-CARES GRANT(COVID19) Function Code 1000 - Instruction Please describe the expenditures withi   | \$24,300<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>2321.1000.1000.0111.3209230<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will address<br>in the account address<br>in the account and how they will address<br>in the account address<br>in | Approved Approved Approved Approved Approved Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. Allowable Use Covident of the text of text  |
| Total Expenditures Total Expenditures ne Item ID: 501-3-0048 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19) Function Code 1000 - Instruction Please describe the expenditures withi Virtual/Remote Teachers, salary. 2 teacher in quarantine, these teachers will support learning loss due to COVID-19.   | \$24,300<br>Is this Item for the 20% Minimuim<br>NO - this item is not marked for Lear<br>Account Number<br>2321.1000.1000.0111.3209230<br>Object Code<br>111 - Full-Time Certified Salaries<br>in the account and how they will address<br>in the account address<br>in the account and how they will address<br>in the account address<br>in | Approved Approved Approved Approved Approved Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. Allowable Use Allowable Use Covident of the teacher of tea |
| Total Expenditures Total Expenditures ne Item ID: 501-3-0048 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19) Function Code 1000 - Instruction Please describe the expenditures withi Virtual/Remote Teachers, salary. 2 teacher in quarantine, these teachers will support learning loss due to COVID-19. Budgeted Expenditures in SFY 2021                                   | \$24,300<br><b>Is this Item for the 20% Minimuim</b><br>NO - this item is not marked for Lear<br><b>Account Number</b><br>2321.1000.1000.0111.3209230<br><b>Object Code</b><br>111 - Full-Time Certified Salaries<br><b>in the account and how they will addr</b><br>ers for students in remote learning in quit Virtual students, tutoring them and del   | Approved Approved Approved Approved Approved Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. Allowable Use Covident of Covident of the student of the stude |
| Total Expenditures ne Item ID: 501-3-0048 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19) Function Code 1000 - Instruction Please describe the expenditures withi Virtual/Remote Teachers, salary. 2 teacher in quarantine, these teachers will support   | \$24,300<br><b>Is this Item for the 20% Minimuim</b><br>NO - this item is not marked for Lear<br><b>Account Number</b><br>2321.1000.1000.0111.3209230<br><b>Object Code</b><br>111 - Full-Time Certified Salaries<br><b>in the account and how they will addr</b><br>ers for students in remote learning in quit<br>t Virtual students, tutoring them and del<br>\$0   | Approved Approved Approved Approved Approved Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. Allowable Use Covident of Covident of the student of the stude |
| Total Expenditures Total Expenditures ne Item ID: 501-3-0048 Allocation Type Direct Allocation Account Name ESSER IiI-CARES GRANT(COVID19) Function Code 1000 - Instruction Please describe the expenditures withi Virtual/Remote Teachers, salary. 2 teacher in quarantine, these teachers will support learning loss due to COVID-19. Budgeted Expenditures in SFY 2021 Budgeted Expenditures in SFY 2022 | \$24,300<br><b>Is this Item for the 20% Minimuim</b><br>NO - this item is not marked for Lear<br><b>Account Number</b><br>2321.1000.1000.0111.3209230<br><b>Object Code</b><br>111 - Full-Time Certified Salaries<br><b>in the account and how they will addr</b><br>ers for students in remote learning in qu<br>t Virtual students, tutoring them and del<br>\$0<br>\$0<br>\$0   | Approved Approved Approved Approved Approved Allowable Use 12 - Addressing learning loss among students, including vulnerable populations. Allowable Use Covident of Covident of the student of the stude |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |  |
|--|--|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |  |
| Account Name   | Account Number   |  |  |
| ESSER III-CARES GRANT(COVID19)   | 2321.1000.1000.0200.3209230  |  |  |
| Function Code  | Object Code     Allowable Use       200 - EMPLOYEE BENEFITS     12 - Addressing learning loss amo<br>students, including vulnerable<br>populations.  |  |  |
| 1000 - Instruction   |  |  |  |
| Please describe the expenditures with  | in the account and how they will address   | a COVID-19 need  |  |
|  | hers for students in remote learning in qua<br>port Virtual students, tutoring them and de   |  |  |
| Budgeted Expenditures in SFY 2021  | \$0  |  |  |
| Budgeted Expenditures in SFY 2022  | \$0  |  |  |
| Budgeted Expenditures in SFY 2023  | \$8,460  |  |  |
| Budgeted Expenditures in SFY 2024  | \$8,460  | Status   |  |
|  |  |  |  |
|  | \$16,920   | Approved   |  |
| ne Item ID: 501-3-0051   | \$16,920<br>Is this Item for the 20% Minimuim Le   |  |  |
| ne Item ID: 501-3-0051   |  | arning Loss Set Aside Expenditure  |  |
| ne Item ID: 501-3-0051<br>Allocation Type<br>Direct Allocation   | Is this Item for the 20% Minimuim Le   | arning Loss Set Aside Expenditure  |  |
| ne Item ID: 501-3-0051<br>Allocation Type<br>Direct Allocation<br>Account Name   | Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Le  | arning Loss Set Aside Expenditure  |  |
| ne Item ID: 501-3-0051<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER IiI-CARES GRANT(COVID19)   | Is this Item for the 20% Minimuim Le<br>YES - this item is marked for Learning Lo<br>Account Number  | arning Loss Set Aside Expenditure  |  |
| Total Expenditures ne Item ID: 501-3-0051 Allocation Type Direct Allocation Account Name ESSER III-CARES GRANT(COVID19) Function Code 1000 - Instruction   | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Lee<br>Account Number<br>2321.1000.1000.0131.3209230   | <b>arning Loss Set Aside Expenditure</b><br>oss Set Aside Expenditure  |  |
| ne Item ID: 501-3-0051<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction  | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Lee<br>Account Number<br>2321.1000.1000.0131.3209230<br>Object Code  | arning Loss Set Aside Expenditure<br>oss Set Aside Expenditure<br>Allowable Use<br>12 - Addressing learning loss among<br>students, including vulnerable<br>populations.   |  |
| ne Item ID: 501-3-0051<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withing<br>Learning Loss Para Professionals, salary. 2<br>disproportionately impacted by COVID-1   | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Lee<br>Account Number<br>2321.1000.1000.0131.3209230<br>Object Code<br>121 - Full-Time Non-Certified Salaries  | <ul> <li>arning Loss Set Aside Expenditure</li> <li>oss Set Aside Expenditure</li> <li>Allowable Use</li> <li>12 - Addressing learning loss among students, including vulnerable populations.</li> <li>a COVID-19 need</li> <li>evidence based interventions to studer</li> </ul>  |  |
| he Item ID: 501-3-0051<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withing<br>Learning Loss Para Professionals, salary. 2<br>disproportionately impacted by COVID-19.   | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Loc<br>Account Number<br>2321.1000.1000.0131.3209230<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>in the account and how they will address<br>29 paraprofessional dedicated to delivering   | <ul> <li>arning Loss Set Aside Expenditure</li> <li>oss Set Aside Expenditure</li> <li>Allowable Use</li> <li>12 - Addressing learning loss among students, including vulnerable populations.</li> <li>a COVID-19 need</li> <li>evidence based interventions to student</li> </ul> |  |
| he Item ID: 501-3-0051<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withing<br>Learning Loss Para Professionals, salary. 2<br>disproportionately impacted by COVID-1<br>combat learning loss due to COVID-19.<br>Budgeted Expenditures in SFY 2021 | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Lo<br>Account Number<br>2321.1000.1000.0131.3209230<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>in the account and how they will address<br>29 paraprofessional dedicated to delivering<br>19. The interventions would be designed an        | <ul> <li>arning Loss Set Aside Expenditure</li> <li>oss Set Aside Expenditure</li> <li>Allowable Use</li> <li>12 - Addressing learning loss among students, including vulnerable populations.</li> <li>a COVID-19 need</li> <li>evidence based interventions to student</li> </ul> |  |
| ne Item ID: 501-3-0051<br>Allocation Type<br>Direct Allocation<br>Account Name<br>ESSER III-CARES GRANT(COVID19)<br>Function Code<br>1000 - Instruction<br>Please describe the expenditures withing<br>Learning Loss Para Professionals, salary.   | Is this Item for the 20% Minimuim Lee<br>YES - this item is marked for Learning Lee<br>Account Number<br>2321.1000.1000.0131.3209230<br>Object Code<br>121 - Full-Time Non-Certified Salaries<br>in the account and how they will address<br>29 paraprofessional dedicated to delivering<br>9. The interventions would be designed an<br>\$0 | <ul> <li>arning Loss Set Aside Expenditure</li> <li>oss Set Aside Expenditure</li> <li>Allowable Use</li> <li>12 - Addressing learning loss among students, including vulnerable populations.</li> <li>a COVID-19 need</li> <li>evidence based interventions to student</li> </ul> |  |

\$1,160,000

**Total Expenditures** 

| Allocation Type<br>Direct Allocation   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |   |  |
|--|--|---|--|
| Account Name                           | Account Number   |   |  |
| ESSER III-CARES GRANT(COVID19)         | 2321.1000.1000.0200.3209230  |   |  |
| Function Code                          | Object Code  | Allowable Use   |  |
| 1000 - Instruction                     | 200 - EMPLOYEE BENEFITS  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations.         |  |
| Please describe the expenditures withi | n the account and how they w   | ill address a COVID-19 need   |  |
| -                                      | COVID-19. The interventions wo   | to delivering evidence based interventions to<br>uld be designed and supervised by a licenced |  |
| Budgeted Expenditures in SFY 2021      | \$0  |   |  |
| Budgeted Expenditures in SFY 2022      | \$0  |   |  |
| Budgeted Expenditures in SFY 2023      | \$52,200   |   |  |
| Budgeted Expenditures in SFY 2024      | \$52,200   | <u>Status</u>   |  |
| Total Expenditures                     | \$104,400  | Approved  |  |

# **ESSER III APPLICATION FOR D0503**

#### **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>                   | Mail Address                    |
|---------------------|----------------------------------|---------------------------------|
| Parsons             | 2900 Southern, Parsons, KS 67357 | Box 1056, Parsons, KS 673571056 |
|                     |                                  |                                 |
| Superintendent Name | Superintendent E-mail Address    | Superintendent Phone Number     |

#### **Authorized Representative of the District Information**

| <u>Name</u>                   | Position of Title | E-mail Address                                   | Phone Number   |  |
|-------------------------------|-------------------|--|----------------|--|
| Lori Ray                      | Superintendent    | lray@vikingnet.net                               | (620) 421-5950 |  |
| Other District Representative | <u>1 - Name</u>   | Other District Representative 1 - E-mail Address |                |  |
| Tonya Phillips                |                   | tphillips@vikingnet.net                          |                |  |
| Other District Representative | <u> 2 - Name</u>  | Other District Representative 2 - E-mail Address |                |  |
| Jeff Pegues                   |                   | jpegues@vikingnet.net                            |                |  |

#### **Plan for Safe Return**

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

https://core-docs.s3.amazonaws.com/documents/asset/uploaded\_file/1504851/USD503\_ESSERIII-DistrictPlanForSafeReturn.2.pdf

#### **Use of Funds for CDC Guidance**

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

Parsons District Schools plans to allocate ESSER III Relief funds to support students and staff in all areas including Health/Environment. We are working closely with the Kansas Department of Health and Environment, our county health department, KSDE, our local education service center, and neighboring school districts to remain up to date on guidance related to safely operating in-person learning.

#### **Stakeholder Engagement**

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

#### Students

In developing our ESSER plan, we hosted focus groups with student councils at both the middle school and high school level. We then conducted a survey with all our middle school and high school students to gain their input. Their input helped determine the highest levels of need for pandemic related instruction and other support so that we could plan accordingly. The following supports/topics received the most interest from our students:

Summer enrichment activities, additional staff for academic and social emotional needs and upgrades to facilities to encourage participation and promote physical health and well being.

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

#### Families

We have worked closely with our families in developing our ESSER plan. We have conducted in person parent/community meetings and surveys. We had forty families complete their survey. This does not include current staff that are also parents, as their feedback was included in the staff survey. Through the surveys and conversations, the following suggestions garnered the most interest from our our parents:

Summer school, after school and enrichment opportunities for students, additional supports for students with behaviors and social emotional issues due to the pandemic and additional academic supports. Followed closely by retention pay for teachers and HVAC systems to ensure proper and healthy air flow to classrooms. Our ESSER plan includes these suggestions from parents.

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

Our district administrative team meets weekly and collaborated regularly on the development of the ESSER III plan based on the needs of our student and staff populations both at the building and district level. Our district also receives special education services through Tri-County Interlocal 607 and has met with them monthly. These meetings have included a review of the survey and focus group data from the various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.

Addressing learning loss with a robust evidenced based summer school and after school program including enrichment opportunities needs to be offered. We also need to focus on additional supports for students with behaviors and social emotional issues due to the pandemic. Followed closely by retention pay for teachers and HVAC systems to ensure proper and healthy air flow to classrooms. Our ESSER plan includes these suggestions.

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

We have worked closely in collaboration with multiple stakeholder groups including: teachers, principals, school leaders, other educators, staff, and our local PNEA organization.

District leadership hosted a conversation in each school during a Wednesday morning Professional Learning Communities time to discuss the ESSER III funding and listen to input. All groups were then sent a follow up survey to have the opportunity to provide feedback and additional suggestions for the district ESSER III plan.

#### Tribes

Our student management and information system indicates that we do not have students currently enrolled that are connected to tribes. Through our surveys we also had no one indicate that their family was native american or connected to a tribe. District leadership spoke with Chris Howell, Executive Director Native American Affairs for the Kansas Governor's office and he confirmed that he was not aware of any Native American/American Indian Tribes that reside in Labette County. While we did not hear back from anyone, we believe our plans of support will benefit all populations of our students.

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

The district hosted an ESSER III informational meeting for civil rights organizations including disability rights organizations to share information about ESSER III and get input from the organizations regarding how to best meet the need of students as it relates to their civil rights. Specific invitations were sent (via email and phone call) to Mr. Bob Booker the Director of CLASS LTD and Ms. Shari Coatney the CEO of SKIL both organizations in Parsons. The meeting was then followed up with a survey asking for these specific groups to provide input regarding the ESER III plan and priorities. While we did not hear back from anyone, we believe once implemented, our plan of supports will benefit all populations of our students.

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

The district offered an ESSER III informational meeting on April 20, 2022 to share information about ESSER III and receive input. This was open to all stakeholder groups. Special invitations were sent to our Youth Crisis Shelter, Successful Dreams, DCF contacts and contacts from the foster agencies KVC and TFI. The information night was followed up with an online survey asking for stakeholder groups to provide input regarding the ESSER III plan and priorities. While we did not hear back from anyone, we believe our plan of supports will benefit all populations of our students.

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

The district offered a community ESSER III information meeting on April 20, 2022 to share the information about ESSER III. This was open to all the public. While only a handful attended the information night was followed up with an online survey giving the public the opportunity to provide input and offer feedback.

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

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

Covid-19 continues to have a direct and significant impact on the 1300 Prek-12 students in USD 503. School building closures during the spring 2020 and the significant numbers of quarantined students and remote learners during the 20-21 resulted in both academic & emotional learning loss for students. In the 21-22 school year remote services were discontinued with a small percentage of students participating in a virtual program. During the 21-21 school year 10-14 day quarantine protocols continued to compound the learning loss in both academics and social emotional areas for our students and staff. (Some students were quarantined multiple times resulting in an even larger impact.)

The school closures and quarantines clearly illustrated the disparity of resources our families had within their own homes to manage during a pandemic. Over 70% of our students are eligible for a free or reduced meal district wide and necessities became the focus for many families during this time.

Our current students' Fastbridge, MAP and DIBELS assessment data continues to show a gap between expected levels of performance and achievement for our students. Our intervention groups are larger based on need. Continuing to implement our after-school programs, summer school programs and high quality tier 2 and tier 3 interventions, at all levels Prek-12, will improve our achievement data and student outcomes. However, we recognize that the gap continues to exist and without these intentional and additional resources the gap will continue to grow.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

1. Parsons will provide after school and summer learning programs to include strong intervention programs, enrichment programs and credit recovery opportunities.

S. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. Education Digest: Essential Readings Condensed For Quick Review, 77(6), 47–52. Retrieved from https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND\_MG1120.pdf Terzian, M., & Moore, K. A. (2009). What works for summer learning programs for low-income children and youth: Browne, D. (2013). Think summer: Early planning, teacher support boost summer learning programs. Journal of Staff Development, 34(6), 46–49. Retrieved from https://learningforward.org/docs/default-

source/jsddecember-2013/browne346.pdf?sfvrsn=2

Sloan McCombs, J., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., & Brown Cross, A. (2012). Making summer count: How summer programs can boost children's learning. Education Digest: Essential Readings Condensed for Quick Review, 77(6), 47–52. Retrieved from https://eric.ed.gov/?id=EJ978299 Full text available from

https://www.wallacefoundation.org/knowledge-center/pages/making-summer-count-how-summer-programs-can-boostchildrens-learning.aspx

Nastu, J. (2011). Early intervention and credit recovery programs are helping at-risk students succeed. eSN Special Report: Keeping students on a path to graduation. Retrieved from http://Nastu.eschoolnews.com/2011/02/22/esn-specialreportkeeping-studentson-a-path Oliver, K., Osborne, J., P

Watson, J., & Gemin, B., (2008). Using on-line learning for at-risk students and credit recovery. Vienna, VA: North American

Council for Online Learning. Retrieved from http://www.inacol.org/research/promisingpractices/NACOL\_CreditRecovery\_ PromisingPractices.pdf

2. Parsons will continue to provide academic progress monitoring using Fastbridge, MAP, DIBELS. The district will use Panorama as a data warehousing platform to easily track student achievement and growth in order to make necessary changes in instruction and planning.

Veronica S. Smith, "Data Dashboard as Evaluation and Research Communications Tool," in Tarek Azzam and Stephanie Evergreen, eds. Data Visualization, Part 2. New Directions for Evaluation 140 (Winter, 2013), 21-45. http://onlinelibrary.wiley.com/doi/10.1002/ev.20072/abstract

Hunter, Gerald P., Stephanie Williamson, Asa Wilks, Janet M. Hanley, and Brian M. Stecher, Using Data to Support the Intensive Partnerships for Effective Teaching Initiative: Data Collection, Metric and Dashboard Creation, and Lessons Learned. Santa Monica, CA: RAND Corporation, 2020. https://www.rand.org/pubs/research\_reports/RR2917.html.

Psychometric Evidence of FastBridge Universal Screening & Progress Monitoring System. Illuminate Education (2021) https://www.illuminateed.com/wp-content/uploads/2021/07/Psychometric-Evidence-of-FastBridge-Universal-Screening-Progress-Monitoring-System-2021.pdf

3. Parsons will use SEL Tier 1Curriculum (Second Step and Core Project) in addition to social emotional screeners through FastBridge and Panorama. Screener data will help identify and monitor students that need additional social and emotional supports.

Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). Social and emotional learning as a public health approach to education. The Future of Children. Retrieved from https://eric.ed.gov/?id=EJ1144819

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2013, March). Children Classified as Having an Emotional Disturbance intervention report: Second Step. Retrieved from http://whatworks.ed.gov.

Frey, K., & Sylvester, L. (1997). Research on the Second Step program: Do student behaviors and attitudes improve? What do teachers think about the program? Seattle, WA: Committee for Children.

Frey, K. S., Hirschstein, M. K., & Guzzo, B. (2000). Second Step: Preventing aggression by promoting social competence. Journal of Emotional and Behavioral Disorders, 8(2), 102–112.

Psychometric Evidence of FastBridge Universal Screening & Progress Monitoring System. Illuminate Education (2021) https://www.illuminateed.com/wp-content/uploads/2021/07/Psychometric-Evidence-of-FastBridge-Universal-Screening-Progress-Monitoring-System-2021.pdf

4. Parsons will provide research based professional learning opportunities and supports for staff, including: Trauma Informed, Resilience, and LETRs Training

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/productfiles/Effective\_Teacher\_Professional\_Development\_REPORT.pdf. Darling-Hammond, L. & Richardson, N. (2009). Research Review/Teacher Learning: What Matters? How Teachers Learn, 66(5), 46-53. http://www.ascd.org/publications/educational-leadership/feb09/vol66/num05/Teacher-Learning@-What-Matters %C2%A2.aspx

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\_Teacher\_Professional\_Development\_REPORT.pdf. National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication no. 00-4769). National Institute of Child Health & Development. https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf

5. Funds will be used to hire an additional interventionist, classroom size reduction teacher, social worker and academic coach to provide smaller class sizes and tiered systems of academic and social emotional supports in the classroom and after school. These staff members will help support teachers and administrators in addressing the learning loss and work with families to provide support for students social emotional needs across the district.

Meta-Analysis of Research on Class Size and Achievement Author(s): Gene V. Glass and Mary Lee Smith Source: Educational Evaluation and Policy Analysis, Vol. 1, No. 1 (Jan. - Feb., 1979), pp. 2- 16 Published by: American Educational Research Association

Promoting Academic Success through Social and Emotional Learning (SEL), Pierce, Petokubi, Nishoioka, and Farrell https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/wa-sel-training5-slides.pdf

6. Family engagement funds will be provided to each school to build community, provide support and outreach to our families, as well as Parent Education Camps to give SEL / Trauma Training and skills to parents. Developing strong family and

school connections and supports will have a positive impact on student success and performance and reduce the rate of absenteeism and drop out. These funds will help provide communication tools necessary for every student and family to have equal access to services provided and offered by the school system.

Parental Involvement as a Important Factor for Successful Education https://files.eric.ed.gov/fulltext/EJ1156936.pdf A Meta-Analysis of Dropout Prevention Outcomes and Strategies http://www.dropoutprevention.org/meta-analysis-dropout-prevention-outcome-strategies/ C., H. J. A. (2009).

#### How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Additional ESSER funds will be requested that meet the acceptable uses consistent with section 2001(e)(2) of the ARP Act and are supported by stakeholder input. These funds will support the improvement of indoor air quality, implement public health protocols required for the operation of school facilities, in addition to providing: touchless systems to prevent the spread of the virus, effective communication and amplification tools, additional mental health service and supports to families, students and support additional teacher duties and retention of staff.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our ESSER Plan was developed collaboratively with key stakeholders in our community, our local special education interlocal, staff, administration, students, parents and community. The focus of our planning and collaborating with such a diverse group, was to ensure we developed plans that address the general needs of our community, but also maintained an important focus on addressing the specific needs of all student and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision making throughout the pandemic and beyond. We have utilized data to make informed decisions that will meet the needs of our community with a focus on all of our students including any diverse demographic groups that may have been impacted disproportionately. As we move forward we will continue to collaborate with all of our stakeholders and we will utilize our data to determine the evolving needs of our district. This ongoing communication and data analysis will ensure that we are monitoring the implementation of the interventions that we will put in place as a result of our ESSER funds.

## Allocations

|                       | <b>Direct Allocation</b> | True Up Allocation | <b>Total Allocation</b> |                       | 20% Minimum |
|-----------------------|--------------------------|--------------------|-------------------------|-----------------------|-------------|
| ESSER III Allocations | \$4,663,635              | \$0                | \$4,663,635             | ESSER III Allocations | \$932,727   |
| Approved Total        | \$4,075,993              | \$0                | \$4,075,993             | Approved Total        | \$866,000   |
| Amount Left           | \$587,642                | \$0                | \$587,642               | Amount Still Needed   | \$66,727    |
| In Review Total       | \$480,000                | \$0                | \$480,000               | In Review Total       | \$0         |
| Amount Left           | \$107,642                | \$0                | \$107,642               | Amount Still Needed   | \$66,727    |

# Line Items

| ID         | Allocation<br>Type | Learning<br>Loss | Function<br>Code | Object<br>Code | Allowable<br>Use | Total Expenditures | Status            |
|------------|--------------------|------------------|------------------|----------------|------------------|--------------------|-------------------|
| 503-3-0022 | Direct             | False            | 2600             | 730            | 1A               | \$480,000          | Task Force Review |
| 503-3-0021 | Direct             | True             | 1000             | 110            | 12               | \$180,000          | Approved          |
| 503-3-0001 | Direct             | False            | 2600             | 730            | 14               | \$1,881,490        | Approved          |
| 503-3-0002 | Direct             | False            | 2600             | 730            | 14               | \$170,808          | Approved          |
| 503-3-0005 | Direct             | False            | 2600             | 730            | 14               | \$542,354          | Approved          |
| 503-3-0006 | Direct             | False            | 1000             | 110            | 16               | \$105,000          | Approved          |
| 503-3-0007 | Direct             | False            | 1000             | 110            | 1A               | \$105,000          | Approved          |
| 503-3-0008 | Direct             | True             | 1000             | 120            | 12               | \$225,000          | Approved          |
| 503-3-0009 | Direct             | True             | 1000             | 110            | 11A              | \$95,000           | Approved          |
| 503-3-0010 | Direct             | True             | 1000             | 120            | 11A              | \$55,000           | Approved          |
| 503-3-0011 | Direct             | True             | 2710             | 120            | 11A              | \$25,000           | Approved          |
| 503-3-0012 | Direct             | True             | 1000             | 600            | 11A              | \$25,000           | Approved          |
| 503-3-0013 | Direct             | True             | 1000             | 110            | 11B              | \$155,000          | Approved          |
| 503-3-0014 | Direct             | True             | 1000             | 120            | 11B              | \$35,000           | Approved          |
| 503-3-0015 | Direct             | True             | 1000             | 735            | 12               | \$31,000           | Approved          |
| 503-3-0016 | Direct             | True             | 1000             | 735            | 11B              | \$40,000           | Approved          |
| 503-3-0017 | Direct             | False            | 1000             | 110            | 16               | \$150,000          | Approved          |
| 503-3-0018 | Direct             | False            | 1000             | 120            | 16               | \$150,000          | Approved          |
| 503-3-0019 | Direct             | False            | 2500             | 120            | 16               | \$105,341          | Approved          |
| 503-3-0020 | Direct             | False            | 2600             | 730            | 14               | \$88,687           | Disapproved       |
| 503-3-0003 | Direct             | False            | 2600             | 730            | 15               | \$359,195          | Disapproved       |

# Line Item Details

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |   |  |
|--|---|---|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |   |  |
| <u>Account Name</u>  | Account Number  |   |  |
| ESSER III DW Equipment   | 39760   |   |  |
| Function Code  | Object Code   | Allowable Use   |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 730 - Equipment   | 1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965. |  |

The current HVAC units at the high school are failing and not able to meet the recommended guidelines from the CDC for air circulation, filtration and fresh air in classrooms. New systems will meet the requirements/recommendations and reduce the risk of Covid transmission by improving indoor air quality, proper filtration and ventilation, providing healthier outcomes for students and staff.

| Budgeted Expenditures in SFY 2021 | \$0       |                   |
|-----------------------------------|-----------|-------------------|
| Budgeted Expenditures in SFY 2022 | \$0       |                   |
| Budgeted Expenditures in SFY 2023 | \$0       |                   |
| Budgeted Expenditures in SFY 2024 | \$480,000 | <u>Status</u>     |
| Total Expenditures                | \$480,000 | Task Force Review |
| Line Item Comment from KSDE       |           |                   |
|                                   |           |                   |

| Allocation Type                   | Is this Item for the 20% Minimuim  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|-----------------------------------|--|---|--|--|
| Direct Allocation                 | YES - this item is marked for Learnin  | YES - this item is marked for Learning Loss Set Aside Expenditure     |  |  |
| Account Name                      | Account Number   | Account Number  |  |  |
| ESSER III CERTIFIED STAFF         | 39600  |   |  |  |
| Function Code                     | Object Code  | Allowable Use   |  |  |
| 1000 - Instruction                | 110 - Regular Certified Salaries   | 12 - Addressing learning loss among                                   |  |  |
|                                   |  | students, including vulnerable populations.                           |  |  |
| Please describe the expenditures  | within the account and how they will add   | ress a COVID-19 need  |  |  |
| continues to show a gap between e | n student learning. Our current students' Fast<br>expected levels of performance and achievem<br>pment learning opportunities in the science c<br>comes. | ent in both reading and math. Additional                              |  |  |

| 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  | <u>Status</u> |
| Total Expenditures                | \$180,000 | Approved      |
| Line Item Comment from KSDE       |           |               |
| New Line Item                     |           |               |
| Line Item ID: 503-3-0001          |           |               |

#### **Allocation Type** Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure Direct Allocation NO - this item is not marked for Learning Loss Set Aside Expenditure Account Name Account Number 39760 ESSER III DW EQUIPMENT **Function Code Object Code** Allowable Use 2600 - Operation and Maintenance of 730 - Equipment 14 - Inspection, testing, maintenance, Plant Services (All except repair, replacement and upgrade Transportation) projects to improve the indoor air quality in school facilities.

#### Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 has caused us to focus on indoor air quality and fresh air circulation/ventilation/air filtration in our school facilities to prevent the spread of the virus and any other air-borne disease. The Middle School provides classroom space for over 300 students and approximately 50 staff members, so it is critical that the facilities promote health, well-being, and protection from Covid and any other air-borne disease. The installation of new HVAC equipment will provide improved health benefits for our students and staff.

The HVAC and boiler system is over 20 years old. These systems have struggled to keep up with the circulation, ventilation, filtration system requirements needed to protect the health and wellness of students and staff. The temperature differentials in classrooms are antiquated and have been unmanageable even when the controls are similarly set. Greenbush has come twice in the past four years to conduct air quality testing due to the amount of humidity that is present in some classrooms and the possibility of mold. The inconsistency in air quality and functioning of the current HVAC/boiler equipment clearly indicated a need for updated replacement equipment to be installed.

The district worked through a solicitation and selection process interviewing firms to provide an assessment of the needs and scope of the work as it relates to the installation of a new HVAC system in the Middle School. Because the district lacked expertise to write accurate bid specs and to supervise the subsequent work of the contractors, the district utilized local funds to hire a project manager. The project manager is being paid 100% from local funds and will not perform any of the subcontracting work on the project. With the assistance of the project manager, bids were solicited on behalf of the district through advertisement in newspapers and outreach to all known qualified contractors. The systems and mechanical contractors that were selected were the lowest bidder and we believe will deliver the best service and units for the cost.

| Budgeted Expenditures in SFY 2021 | \$0         |               |  |
|-----------------------------------|-------------|---------------|--|
| Budgeted Expenditures in SFY 2022 | \$0         |               |  |
| Budgeted Expenditures in SFY 2023 | \$1,881,490 |               |  |
| Budgeted Expenditures in SFY 2024 | \$0         | <u>Status</u> |  |
| Total Expenditures                | \$1,881,490 | Approved      |  |
|                                   |             |               |  |
| Line Item Comment from KSDE       |             |               |  |

| Allocation Type<br>Direct Allocation   | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |  |
|--|---|--|--|
| <u>Account Name</u><br>ESSER III DW EQUIPMENT  | <u>Account Number</u><br>39760  |  |  |
| Function Code  | Object Code   | Allowable Use  |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 730 - Equipment   | 14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air<br>quality in school facilities. |  |

Covid-19 has caused us to focus on indoor air quality and fresh air circulation/ventilation in our school facilities to prevent the spread of the virus and any other air-borne disease. The Hughes Building at the Middle School is a separate building from the main school and provides the classroom space for weightlifting, workout space, and locker rooms for our practice field. It is used by our physical education students daily and athletic teams year around. The building has limited windows (none that can be opened due to design and height) and currently no HVAC system. There is a large fan that is used to blow air inside the building but it in no way can be regulated to make sure that the indoor air quality is good or that enough fresh air is being circulated in the building. Adding an HVAC system to this building will dramatically increase the amount of time students can safely spend in the building during extreme temperature months especially and ensure that there is adequate air flow and improved air quality to benefit student health.

The district worked through a solicitation and selection process interviewing firms to provide an assessment of the needs and scope of the work as it relates to improving air quality and the installation of a new HVAC system. Because the district lacked expertise to write accurate bid specs and to supervise the subsequent work of the contractors, the district utilized local funds to hire a project manager. The project manager is being paid 100% from local funds and will not perform any of the subcontracting work on the project. With the assistance of the project manager, bids were solicited on behalf of the district through advertisement in newspapers and outreach to all known qualified contractors. The Trane system and mechanical contractor that were selected were the lowest bidder and we believe will deliver the best service and unit for the cost.

| Budgeted Expenditures in SFY 2021                                   | \$0       |               |
|---|-----------|---------------|
| Budgeted Expenditures in SFY 2022                                   | \$170,808 |               |
| Budgeted Expenditures in SFY 2023                                   | \$0       |               |
| Budgeted Expenditures in SFY 2024                                   | \$0       | <u>Status</u> |
| Total Expenditures  | \$170,808 | Approved      |
| Line Item Comment from KSDE<br>Allowable if CDC guidelines are met. |           |               |
|   |           |               |
| Line Item ID: 503-3-0005  |           |               |

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|--|---|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| <u>Account Name</u><br>ESSER III DW EQUIPMENT  | <u>Account Number</u><br>39760  |  |  |
| Function Code  | Object Code   | Allowable Use  |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 730 - Equipment   | 14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air<br>quality in school facilities. |  |

To help mitigate the spread of Covid-19 and any other air-borne diseases we have focused on indoor air quality and fresh air circulation/ventilation/air filtration in our school facilities. HVAC controls are necessary to better control/manage the systems and provide the healthiest outcomes (for our people and the systems). Our schools provide classroom space for over 1300 students and approximately 250 staff members. It is critical that the facilities promote health, well-being, and protection from Covid and any other air-borne disease. The installation of new HVAC controls throughout the district will provide control over the system district wide so that any issues can quickly be identified and addressed. This will result in improved health benefits for our students and staff and mitigate the risk associated with virus transmission. The district doesn't currently have HVAC controls, and this has caused significant issues due to inconsistent temperatures, operation, and inconsistent air circulation and ventilation. Due to the variances in buildings, it has been difficult for our maintenance and custodial staff to properly monitor the circulation, ventilation, filtration system requirements needed to protect the health and wellness of students and staff. The district worked through a solicitation and selection process interviewing firms to provide an assessment of the needs and scope of the work as it relates to the installation of HVAC controls throughout the district. Because the district lacked expertise to write accurate bid specs and to supervise the subsequent work of the contractors, the district utilized local funds to hire a project manager. The project manager is being paid 100% from local funds and will not perform any of the subcontracting work on the project. With the assistance of the project manager, bids were solicited on behalf of the district through advertisement in newspapers and outreach to all known qualified contractors. The system and mechanical contractors that were selected were the lowest bidder and we believe will deliver the best service and units for the cost. The Construction and capital expense request has been submitted.

| Budgeted Expenditures in SFY 2021                                   | \$0       |               |  |
|---|-----------|---------------|--|
| Budgeted Expenditures in SFY 2022                                   | \$542,354 |               |  |
| Budgeted Expenditures in SFY 2023                                   | \$0       |               |  |
| Budgeted Expenditures in SFY 2024                                   | \$0       | <u>Status</u> |  |
| Total Expenditures  | \$542,354 | Approved      |  |
|   |           |               |  |
| Line Item Comment from KSDE   |           |               |  |
| Line Item Comment from KSDE<br>Allowable if CDC guidelines are met. |           |               |  |

| Allocation Type           | Is this Item for the 20% Minimuim    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure  |  |  |
|---------------------------|--------------------------------------|--|--|--|
| Direct Allocation         | NO - this item is not marked for Lea | NO - this item is not marked for Learning Loss Set Aside Expenditure   |  |  |
| Account Name              | Account Number                       |  |  |  |
| ESSER III CERTIFIED STAFF | 39600                                |  |  |  |
| Function Code             | Object Code                          | Allowable Use  |  |  |
| 1000 - Instruction        | 110 - Regular Certified Salaries     | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff. |  |  |

The Covid-19 pandemic and subsequent school closures and quarantines have clearly illustrated the disparity of resources available among our students and families and the need for additional supports. With over 70% of our students eligible for a free or reduced-price meal and a high rate of foster children in our district, poverty and trauma were exacerbated by the pandemic. It quickly became clear that to meet student and family social, emotional and mental health needs it was necessary to hire a social worker. This staff is trained and experienced in social work , therefore better able to address student and family challenges faced due to the pandemic. Our families need the additional support of a social worker to help address issues with basic needs and parenting so that our children can come to school ready to learn. Our students have struggled with self-regulation and a licensed social worker can provide the classroom, individual and small group support necessary to help a child be successful in school. This staff member will participate regularly in student improvement team meetings and student of concern meetings to help wrap around the services for both families and students that are available and necessary.

| \$0       |                             |  |
|-----------|-----------------------------|--|
| \$O       |                             |  |
| \$50,000  |                             |  |
| \$55,000  | <u>Status</u>               |  |
| \$105,000 | Approved                    |  |
|           |                             |  |
|           | \$0<br>\$50,000<br>\$55,000 | \$0<br>\$50,000<br>\$55,000<br><b>Status</b> |

| Allocation Type           | Is this Item for the 20% Minimuim    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure                     |  |  |
|---------------------------|--------------------------------------|---|--|--|
| Direct Allocation         | NO - this item is not marked for Lea | NO - this item is not marked for Learning Loss Set Aside Expenditure                      |  |  |
| Account Name              | Account Number                       |   |  |  |
| ESSER III CERTIFIED STAFF | 39600                                |   |  |  |
| Function Code             | Object Code                          | Allowable Use   |  |  |
| 1000 - Instruction        | 110 - Regular Certified Salaries     | 1A - Any activity authorized by the<br>Elementary and Secondary Education<br>Act of 1965. |  |  |

Covid-19 has had a significant impact on a myriad of things specific to our secondary students including attendance, course completion for credit and the number of students graduating college and career ready. To address these pandemic related needs the district will hire an academic advisor/teacher. This advisor/teacher will have dual roles in both teaching classes to high school students helping them prepare to graduate college and career ready and working directly with staff and families to help support students reach academic and graduation goals. The advisor/teacher will monitor student data and ensure that attendance and course completion is on track for graduation. Data will be examined for the entire student population, as well as looked at by sub-groups to ensure that equity is being addressed as evidenced by student need. The advisor/teacher will participate regularly in Student Improvement Team (SIT) meetings and ensure that the students Individual Plans of Study (IPS) are up to date and reflective of the student's current situation and goals. This individual will coordinate weekly IPS meetings and materials in addition to gathering evidence of current levels of student learning. The advisor/teacher will be a part of the leadership team developing strategies and ideas to build on student strengths and address weaknesses in that learning, helping teachers implement those strategies and ideas.

| Budgeted Expenditures in SFY 2021 | \$0       |
|-----------------------------------|-----------|
| Budgeted Expenditures in SFY 2022 | \$0       |
| Budgeted Expenditures in SFY 2023 | \$50,000  |
| Budgeted Expenditures in SFY 2024 | \$55,000  |
| Total Expenditures                | \$105,000 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

# Allocation TypeIs this Item for the 20% Minimuim Learning Loss Set Aside ExpenditureDirect AllocationYES - this item is marked for Learning Loss Set Aside ExpenditureAccount NameAccount NumberESSER III CLASSIFIED INSTRUCTIONAL39720

# Function Code Object Code Allowa

1000 - Instruction

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

#### Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 has had a significant impact on the academic, social emotional and behavioral health of our students which has a direct impact on student learning.

Parsons is a district with high rates of poverty and the highest rate of foster care children (per capita) in the state of Kansas. These students often have suffered tremendous trauma while in the home or the foster care system and long before they come to school.

In response to this need, the district has dedicated academic/behavior recovery classrooms in each of the elementary schools where non-certified/classified staff are working with small groups or one on one with students on academics and behavior, transitioning back into the regular classroom with a level of support to be successful. This is a general education Tier 3 intervention focused on academics and self-regulation for our most vulnerable youth. (Section 1114 ESEA)

Prior to Covid, staffing levels were adequate. However, the number of students that are struggling with academics and disrupt the learning environment has increased dramatically since Covid and that impacts their own learning as well as their peers. This struggle can be attributed to a variety of pandemic related challenges and limitations.

We need additional support to help meet students' academic learning needs by providing academic, social, emotional and behavior interventions moving forward. As a result of the need, we are increasing the number of academic/behavior aides in classroom for a total of 4 additional non-certified/classified staff.

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0       |               |
| Budgeted Expenditures in SFY 2023 | \$110,000 |               |
| Budgeted Expenditures in SFY 2024 | \$115,000 | <u>Status</u> |
| Total Expenditures                | \$225,000 | Approved      |
|                                   |           |               |

| <u>Allocation Type</u><br>Direct Allocation      |                                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |  |
|--|----------------------------------|--|--|--|
| <u>Account Name</u><br>ESSER III CERTIFIED STAFF | <u>Account Number</u><br>39600   |  |  |  |
| Function Code                                    | Object Code                      | Allowable Use  |  |  |
| 1000 - Instruction                               | 110 - Regular Certified Salaries | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.  |  |  |

Covid- 19 has caused significant learning loss for our students K-12. To combat those losses, our summer school programs have planned for robust, direct, explicit instruction and support based on student achievement and social emotional data. We had approximately 150 students in grades K-5, 30 students grade 6-8 and 30 students grade 9-12. To keep the student/teacher ratio low and provide explicit instruction our certified teacher numbers for K-5 were a 1:7 and for our secondary students 1:6 not including the enrichment workshop teachers. Based on this summer 210 students and 30 certified staff, the expectation is that those numbers will continue to increase in the summer of 2023 and 2024. After a year of successful summer school and enrichment opportunities, parents will feel more comfortable sending their child to summer school and additional learning gaps will be identified as the school year begins and progresses.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$45,000 |               |
| Budgeted Expenditures in SFY 2024 | \$50,000 | <u>Status</u> |
| –<br>Total Expenditures           | \$95,000 | Approved      |
|                                   |          |               |
| Line Item ID: 503-3-0010          |          |               |

| Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |   |  |
|--|---|--|
| Account Number<br>39720<br>Object Code Allowable Use   |   |  |
| 120 - Regular Non-Certified Salaries   | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |
|  | Account Number<br>39720<br>Object Code  |  |

Covid- 19 has caused significant learning loss for our students K-12. In an effort to combat those losses, our summer school programs have planned for robust and direct instruction and support based on student achievement and social emotional data. Support staff have been critical in the success of the programs providing meals, small group instruction and one on one support. Twenty classified staff have been employed district wide for summer school/credit recovery instruction and support in the summer of 2022. We expect those numbers to increase based on increased projected enrollment for the summers of 2023- and 2024.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$25,000 |               |
| Budgeted Expenditures in SFY 2024 | \$30,000 | <u>Status</u> |
| Total Expenditures                | \$55,000 | Approved      |

| Allocation Type          | Is this Item for the 20% Minimuim Le     | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure         |  |  |
|--------------------------|--|---|--|--|
| Direct Allocation        | YES - this item is marked for Learning L | YES - this item is marked for Learning Loss Set Aside Expenditure             |  |  |
| Account Name             | Account Number                           |   |  |  |
| ESSER III TRANSPORTATION | 39622                                    |   |  |  |
| Function Code            | Object Code                              | Allowable Use   |  |  |
| 2710 - Vehicle Operation | 120 - Regular Non-Certified Salaries     | 11A - Planning and implementing<br>summer learning or enrichment<br>programs. |  |  |

Covid-19 negatively impacted student learning causing learning gaps, learning loss, missed instruction and slow achievement growth. In order to address these losses it is necessary for the district to provide summer learning and enrichment programs. The district has over 70% of students that qualify for a free or reduced meal. This poverty impacts a family's ability to provide regular and reliable transportation. In order for our students to be able to attend and participate in summer school they have to have transportation. These funds will provide school bus transportation for students to and from summer school/credit recovery and enrichment opportunities for grades K-12.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$10,000 |               |
| Budgeted Expenditures in SFY 2024 | \$15,000 | <u>Status</u> |
| Total Expenditures                | \$25,000 | Approved      |
| Line Item Comment from KSDE       |          |               |
| Line Item ID: 503-3-0012          |          |               |

| Allocation Type<br>Direct Allocation      |                                | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |  |
|---|--------------------------------|--|--|
| Account Name<br>ESSER III SUMMER SUPPLIES | <u>Account Number</u><br>39750 |  |  |
| Function Code                             | Object Code                    | Allowable Use  |  |
| 1000 - Instruction                        | 600 - SUPPLIES AND MATERIALS   | 11A - Planning and implementing<br>summer learning or enrichment<br>programs.  |  |

Due to Covid-19 and poverty levels in the district, our students have not had the opportunities for educational experiences in group settings outside of the classrooms. The field trips for students in grades K-5, are directly related to, and an extension of the curriculum and instruction taught throughout the summer school program. These trips build background knowledge and allow students the opportunity for properly supervised educational experiences to rebuild and practice socially appropriate behaviors with a group in the community at large. Trips to the public library, children's museum, recreation center, zoo and nature areas will be included.

Covid-19 has caused our students in grades 6-12 to be isolated from one another with social distancing and multiple quarantines. Technology and screen time became the focus versus the time spent in conversations and with face-to-face interactions. This has had a direct impact on students social and emotional health and attendance. To help support social and emotional health in addition to credit recovery and traditional summer school, enrichment opportunities for students included summer workshops- where students can sign up to work with a group of other students led by a teacher to work on a specific project or activity. These workshops provided the social settings and opportunities that our secondary students need to rebuild relationships with each other and with staff. It also reinforced for students a reason to stay in school. These workshops included BBQ classes, book clubs, community service projects, gardening, and others.

Instructional supplies for summer school and credit recovery will include, reading and math consumable books, paper, pencils, crayons, construction paper, project supplies, books, games, gardening supplies, and some additional software expenses including Edgenuity and Study Island for summer courses.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$10,000 |               |
| Budgeted Expenditures in SFY 2024 | \$15,000 | <u>Status</u> |
| Total Expenditures                | \$25,000 | Approved      |
|                                   |          |               |

#### Line Item Comment from KSDE

| Allocation Type<br>Direct Allocation | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>YES - this item is marked for Learning Loss Set Aside Expenditure |                                     |
|--------------------------------------|--|-------------------------------------|
| Account Name                         | Account Number   |                                     |
| ESSER III CERTIFIED STAFF            | 39600  |                                     |
| Function Code                        | Object Code  | Allowable Use                       |
| 1000 - Instruction                   | 110 - Regular Certified Salaries   | 11B - Planning and implementing     |
|                                      |  | supplemental after-school programs. |

Covid-19 has caused significant learning loss for our students due to multiple quarantines, sickness and missed instruction. Due to Covid-19 the district also couldn't hold after school programs from March 2020-December 2021 then on a very small and limited basis during the spring of 2022. This additional support is necessary to help support students in making academic progress and remediate learning loss caused by the pandemic and poor school attendance. After school programs will be held at each building K-12 with approximately 10-12 certified staff total district wide, depending upon student data and need. These teachers will reteach and focus instruction on missing skills, help with current coursework and support credit recovery.

Due to prior limited participation due to COVID-19 restrictions, budgeting for the after-school program in 2023 and 2024 is more future based than past based. For 2023, the budget estimate was calculated as follows:

12 staff per day \* 2 hours per day = 24 hours total per after school program day

24 total daily hours \* \$20/hour = \$480.00/day

\$480.00 per day \* 4 days per week = \$1920.00 per week

\$1920.00 \* 38 weeks (estimated school weeks less Christmas break) = \$72,960

Rounded up to \$75,000 to allow for additional hours, snow day make-up, etc.

Budgeting for 2024 entailed taking the 2023 budget and increasing 6%, due to both potential wage increases, and potential staff increases, if necessary.

| \$0       |                             |
|-----------|-----------------------------|
| \$0       |                             |
| \$75,000  |                             |
| \$80,000  | <u>Status</u>               |
| \$155,000 | Approved                    |
| -         | \$0<br>\$75,000<br>\$80,000 |

| Allocation Type          | <u>Is this Item for the 20% Minimuim L</u> | earning Loss Set Aside Expenditure                                  |  |  |
|--------------------------|--|---|--|--|
| Direct Allocation        |  | YES - this item is marked for Learning Loss Set Aside Expenditure   |  |  |
| Account Name             | Account Number                             |   |  |  |
| ESSER III TRANSPORTATION | 39622                                      |   |  |  |
| Function Code            | Object Code                                | Allowable Use   |  |  |
| 1000 - Instruction       | 120 - Regular Non-Certified Salaries       | 11B - Planning and implementing supplemental after-school programs. |  |  |

Covid-19 negatively impacted student learning causing learning gaps, learning loss, missed instruction and slow achievement growth. In order to address these losses it is necessary for the district to provide after-school programs for explicit and direct instruction to help student attain those skills.

The district has over 70% of students that qualify for a free or reduced meal. This poverty impacts a family's ability to provide regular and reliable transportation. In order for our students to be able to attend and participate in after-school programs, they have to have transportation. These funds will provide daily school bus transportation for students K-12 at the conclusion of after school programs.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$17,000 |               |
| Budgeted Expenditures in SFY 2024 | \$18,000 | <u>Status</u> |
| Total Expenditures                | \$35,000 | Approved      |

Line Item ID: 503-3-0015

| Allocation Type                         | <u>Is this Item for the 20% Minimuim Le</u><br>YES - this item is marked for Learning I |   |  |
|---|---|---|--|
| Account Name<br>ESSER III TECH SUPPLIES | Account Number<br>39652   | Account Number  |  |
| Function Code                           | Object Code   | Allowable Use   |  |
| 1000 - Instruction                      | 735 - Technology -Related Software  | 12 - Addressing learning loss among<br>students, including vulnerable<br>populations. |  |

#### Please describe the expenditures within the account and how they will address a COVID-19 need

Covid 19 has impacted student learning with prolonged absences due to sickness and quarantines resulting in learning loss. The purchase of Fastbridge will allow us to screen students for specific reading deficits and plan explicit instruction based on that data and individual student needs.

| Budgeted Expenditures in SFY 2021 | \$0      |
|-----------------------------------|----------|
| Budgeted Expenditures in SFY 2022 | \$0      |
| Budgeted Expenditures in SFY 2023 | \$14,000 |
| Budgeted Expenditures in SFY 2024 | \$17,000 |
| Total Expenditures                | \$31,000 |

| <u>Status</u> |  |  |
|---------------|--|--|
| Approved      |  |  |

| Line Item ID: 503-3-0016 |  |   |
|--------------------------|--|---|
| Allocation Type          | Is this Item for the 20% Minimuim L      | earning Loss Set Aside Expenditure                                  |
| Direct Allocation        | YES - this item is marked for Learning I | oss Set Aside Expenditure   |
| Account Name             | Account Number                           |   |
| ESSER III TECH SUPPLIES  | 39650                                    |   |
| Function Code            | Object Code                              | Allowable Use   |
| 1000 - Instruction       | 735 - Technology -Related Software       | 11B - Planning and implementing supplemental after-school programs. |

Covid 19 has impacted student learning and social emotional health with prolonged absences due to sickness and quarantines. Panorama will be used to track academic and social emotional data for individual students, cohorts and classrooms. In addition, Panorama provides social emotional screeners for teachers and students. These completed screeners will allow the district to better meet the social emotional needs of students and staff by identifying specific areas that indicate a need for support. Panorama will sync regularly with our student information system and our assessments (FastBridge, Dibels, MAP) allowing us to have all the academic assessment data and social emotional data for each student in one place for easy retrieval and access. Using this system will ensure that our student improvement teams have a more accurate picture of the whole student and their individual needs based on both the social emotional and academic data.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0      |               |
| Budgeted Expenditures in SFY 2023 | \$20,000 |               |
| Budgeted Expenditures in SFY 2024 | \$20,000 | <u>Status</u> |
| Total Expenditures                | \$40,000 | Approved      |
| Line Item Comment from KSDE       |          |               |
|                                   |          |               |
| ine Item ID: 503-3-0017           |          |               |

| <u>Allocation Type</u><br>Direct Allocation      |                                  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure<br>NO - this item is not marked for Learning Loss Set Aside Expenditure |  |
|--|----------------------------------|---|--|
| <u>Account Name</u><br>ESSER III CERTIFIED STAFF | <u>Account Number</u><br>39600   |   |  |
| Function Code                                    | Object Code                      | Allowable Use   |  |
| 1000 - Instruction                               | 110 - Regular Certified Salaries | 16 - Other activities necessary to<br>maintain LEA operations and services<br>and employ existing LEA staff.                                  |  |

This is for certified staff salaries whose duties cannot be performed due to absences related directly to Covid-19, including a self-positive, or other immediate family member or dependent. The \$75,000 allocated to expenditures in 2023, and again in 2024, is calculated as a percentage of total certified staff compensation in school year 2020-2021 (the most complete year prior to the time period of available information), compared to the average district wide Covid-19 positivity rates from November 19, 2021, which was during the height of our most significant battle with Covid-19 positive students and staff. In 2020-2021, year to date gross compensation for certified staff was just under \$7,000,000, and the district wide positivity rate on 11/19/2021 was 2.47%. Please note the following calculation:

\$75,000/\$6,919,327.47 = 1.08% District wide Covid-19 positivity rate on 11/19/2021 = 2.47%

Comparing the 1% certified compensation rate to the 2.47% positivity rate, we first considered that the 2.47% positivity rate included both students and staff and made a reduction of 1%, which left 1.47% remaining to reconcile. Next, we reduced .47% due to the hiring of additional full-time substitutes to help combat certified staff absences. This brought us to the final reconciliation of 1% of certified staff salaries for each year 2023 and 2024, totaling \$150,000 of our ESSER III allocation.

| Budgeted Expenditures in SFY 2021 | \$0       |               |  |
|-----------------------------------|-----------|---------------|--|
| Budgeted Expenditures in SFY 2022 | \$0       |               |  |
| Budgeted Expenditures in SFY 2023 | \$75,000  |               |  |
| Budgeted Expenditures in SFY 2024 | \$75,000  | <u>Status</u> |  |
| Total Expenditures                | \$150,000 | Approved      |  |
| Line Item Comment from KSDE       |           |               |  |
| Line Item ID: 503-3-0018          |           |               |  |

| Allocation Type                    | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|------------------------------------|---|--|--|
| Direct Allocation                  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| <u>Account Name</u>                | <u>Account Number</u>   |  |  |
| ESSER III CLASSIFIED INSTRUCTIONAL | 39720   |  |  |
| Function Code                      | Object Code   | Allowable Use  |  |
| 1000 - Instruction                 | 120 - Regular Non-Certified Salaries                                  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |  |

This is for continuation of classified staff salaries whose duties cannot be performed during absences related directly to Covid-19, including a self-positive, other immediate family member, or dependent. The \$75,000 allocated to expenditures in 2023, and again in 2024, is calculated as a percentage of total classified staff compensation in school year 2020-2021 (the most recent complete school year information), compared to the average district wide Covid-19 positivity rates from November, 19, 2021, which was during the height of our most significant battle with Covid-19 positive students and staff. In 2020-2021, total gross compensation for classified staff was \$2,321,945.91, and the district wide positivity rate on 11/19/2021 was 2.47%. Please note the following calculation:

\$75,000/\$2,321,945.91 = 3.23% District wide Covid-19 positivity rate on 11/29/2021 = 2.47%

Even though the district wide Covid-19 positivity rate of 2.47% includes both students and staff, we did not adjust downward for classified staff. We considered that classified staff positions are generally not covered by either full-time substitutes or on-call substitutes. This lack of coverage often requires other classified staff to work overtime hours to maintain necessary operations during Covid-19 related absences. These considerations allowed us to be satisfied with our projection of a 3.23% increase in staff costs as it compares to the district wide Covid-19 positivity rate of 2.47% on 11/29/2021.

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0       |               |
| Budgeted Expenditures in SFY 2023 | \$75,000  |               |
| Budgeted Expenditures in SFY 2024 | \$75,000  | <u>Status</u> |
| Total Expenditures                | \$150,000 | Approved      |

| Allocation Type               | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|-------------------------------|---|--|--|
| Direct Allocation             | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| Account Name                  | <u>Account Number</u>   |  |  |
| ESSER III OTHER SUPPORT STAFF | 39610   |  |  |
| Function Code                 | Object Code   | Allowable Use  |  |
| 2500 - Central Services       | 120 - Regular Non-Certified Salaries                                  | 16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff. |  |

Non-instructional staff salaries related to duties which either cannot be performed due to an absence directly related to Covid-19, including a self-positive, immediate family or other dependent positive. These funds could also apply to additional staff duties related to Covid-19, including business office processing, recordkeeping and reporting. It could also apply to technology, maintenance and other related duties for maintaining federal compliance in a quickly changing environment as it relates to Covid-19. This is a small amount of dollars relative to our yearly overall salary cost, but there have been times when additional staff were needed on short-notice. For example, during a period of particularly high participation at our drive-through nasal swab Covid-19 testing site, we needed additional staff to help direct traffic through queues, call students and staff with results and maintain documentation and records.

| Budgeted Expenditures in SFY 2021 | \$0       |               |
|-----------------------------------|-----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$0       |               |
| Budgeted Expenditures in SFY 2023 | \$52,200  |               |
| Budgeted Expenditures in SFY 2024 | \$53,141  | <u>Status</u> |
| Total Expenditures                | \$105,341 | Approved      |
| Line Item Comment from KSDE       |           |               |

| Line Item | ID: | 503-3 | 3-0020 |
|-----------|-----|-------|--------|
|-----------|-----|-------|--------|

| Allocation Type  | Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure |  |  |
|--|---|--|--|
| Direct Allocation  | NO - this item is not marked for Learning Loss Set Aside Expenditure  |  |  |
| <u>Account Name</u><br>ESSER III DW EQUIPMENT  | <u>Account Number</u><br>39760  |  |  |
| Function Code  | Object Code   | Allowable Use  |  |
| 2600 - Operation and Maintenance of<br>Plant Services (All except<br>Transportation) | 730 - Equipment   | 14 - Inspection, testing, maintenance,<br>repair, replacement and upgrade<br>projects to improve the indoor air<br>quality in school facilities. |  |

Environmental sensors will be installed in the high school and middle school monitoring temperature, humidity, TVOC (total measure of Volatile Organic Compounds), particulate matter 2.5 (refers to tiny particles inhable particles or droplets in the air that can have negative health effects), vape, air quality, noise level and motion. Monitoring all of this data will allow for early detection and timely resolution of issues for the health and safety of our students.

| Budgeted Expenditures in SFY 2021 | \$0      |               |
|-----------------------------------|----------|---------------|
| Budgeted Expenditures in SFY 2022 | \$88,687 |               |
| Budgeted Expenditures in SFY 2023 | \$0      |               |
| Budgeted Expenditures in SFY 2024 | \$0      | <u>Status</u> |
| Total Expenditures                | \$88,687 | Disapproved   |
| Line Item Comment from KSDE       |          |               |
|                                   |          |               |

#### **Allocation Type** Is this Item for the 20% Minimuim Learning Loss Set Aside Expenditure Direct Allocation NO - this item is not marked for Learning Loss Set Aside Expenditure Account Name Account Number 39760 ESSER III DW EQUIPMENT **Function Code Object Code** Allowable Use 2600 - Operation and Maintenance of 730 - Equipment 15 - Developing strategies and Plant Services (All except implementing public health protocols Transportation) for the reopening and operation of school facilities.

#### Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 has illustrated the significant need for clear and safe communication. In our district from August 2020-April 2022 everyone wore masks. It is written in policy that anytime district wide positivity rates reach 1.5% we will go back to a mask mandate. Our students reported that it was a real struggle to hear the teacher clearly while he/she was instructing with a mask. This inability to clearly hear instruction or directions compounded the learning struggles for students and stress on teachers.

We purchased a microphone sound amplification system but our current intercom systems are antiquated, not reliable and the speakers do not provide any sound amplification for classrooms. The new system would allow all teachers and staff to wear a microphone and have their voices amplified through the speakers in the intercom system in the classroom addressing a critical need for everyone to clearly hear the instruction and improve the teaching and learning. Sound amplification is critical during mask mandates.

The new intercom systems will allow for safe delivery of amplified instruction in a face-to-face setting, contactless communication when needed and provide the necessary precautions to communicate clearly and safely during a pandemic. New systems would also allow for staff to contact one another via intercoms vs face to face interaction thus reducing the potential spread of the virus in addition to providing critical sound amplification for staff and students,

| Budgeted Expenditures in SFY 2021  | \$0       |               |
|--|-----------|---------------|
| Budgeted Expenditures in SFY 2022  | \$0       |               |
| Budgeted Expenditures in SFY 2023  | \$359,195 |               |
| Budgeted Expenditures in SFY 2024  | \$0       | <u>Status</u> |
| Total Expenditures   | \$359,195 | Disapproved   |
| Line Item Comment from KSDE<br>This is not allowable use of ESSER funds. |           |               |